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ABSTRACT

The document presents objectives and proceedings of a population education seminar involving representatives from 12 non Western nations. Major purposes of the seminar were to provide a forum where population experts from Asian and Oceanic nations could exchange ideas, cooperate in improving population education programs, and explore how to increase cooperation in population education on a regional basis. The document is presented in three major sections. Section I is a general report of seminar study topics. These include trends within regional educational programs in Asia and Oceania, policy influences on population education programs, methodology and curriculum used in school and community programs, and recommendations for increased regional and national cooperation. Section II focuses on reports of population education in Bangladesh, India, Indonesia, Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, and Thailand. For each country, information is presented on the population situation, status of population education, educational needs, and educational trends. Section III presents appended materials, including the seminar agenda, directory of conference participants, and conference speeches. (DB)

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Population Education Programme Service



Future Directions of Population Education

Report of a Regional Consultative Seminar organized by the
Unesco Regional Office for Education in Asia and Oceania
in co-operation with the Government of the Philippines
Manila, 14-21 August 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SUMMARY

1. The Regional Consultative Seminar on Future Directions of Population Education was organized by the Unesco Regional Office for Education in Asia and Oceania with the Government of the Philippines as generous host, from 14 to 21 August 1978.

2. The main purposes of the seminar were: i) to provide opportunities for exchange of inter-country experiences, ii) to co-operatively develop new directions for qualitative improvement of existing programmes of population education, and iii) to suggest new, innovative programmes for the national and regional levels.

3. Nineteen (19) representatives from the Democratic Republic of Afghanistan, Bangladesh, India, Indonesia, the Republic of Korea, Malaysia, Nepal, Papua New Guinea, Pakistan, Philippines and Thailand participated in the Seminar.

Review of Experiences

4. The experiences in population education were reviewed. In presenting their country reports, the participants from most of the countries, included the following areas, namely - i) population situation, ii) population characteristics, iii) problems and issues in launching a population education programme, iv) in-school and out-of-school population education programmes and v) needs and problems met.

5. The Member States with population education programmes discussed at length their achievements and experiences in curriculum and materials development, training of personnel, and research and evaluation in population education at the elementary, secondary and tertiary levels in both in-school and out-of-school.

Assessment of Needs and Requirements

6. In the light of the review of experiences in population education, basic needs and requirements in each country were presented. Among the cluster of needs that emerged in the discussions were - i) awareness and orientation for key personnel as well as different categories of personnel on the existence of population problem and of the potential of population education as a means for coping with such problem, ii) curriculum and materials development, iii) training of personnel, iv) planning and co-ordination and

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coherence of in-school and out-of-school population education programmes, v) research and evaluation, and vi) population education information network.

Trends and Future Directions

7. On the bases of the experiences in population education programmes and the assessment of needs in population education in the different Member States, trends and possible directions in population education were identified, which could serve as suggestive guides for developing programmes of action at the country level. Among the trends singled out were - i) Member States' formulation of population policy (and even population education policy in two countries); ii) initiation of out-of-school population education programmes; iii) newer modalities for orientation of key education officials, and training of various categories of personnel; iv) recognition of population education as a means for curricular innovation, development of various instructional materials including audio-visual materials both for the in-school and out-of-school programmes; v) attention to research in the content and methodologies of population education and evaluation of programmes; vi) closer co-ordination of population education programmes handled by various agencies; vii) a changing concept of institutionalization, from integration to separate disciplines; viii) recognition of population education as an integral part of development programmes, and ix) the changing nature of consultancy, whereby Member States are relying more on the Unesco Regional Mobile Team on Population Education, rather than having a resident international adviser.

Role of Regional and Sub-regional Co-operation in Population Education

8. The contributions of the regional programme to national population education programmes were recognized. The proposed regional actions to meet the national needs identified were discussed and analyzed.

9. Several forms of inter-country co-operations were suggested and discussed. Among these are - i) joint/collaborative research, ii) multi-lateral/bilateral exchange of resource personnel, iii) attachment, iv) exchange of materials, and v) inter-country visits.

Recommendations

10. During the discussions of different items of the Seminar agenda and bearing in mind the recommendation of the Fourth Regional

Conference of Ministers of Education and those responsible for Economic Planning in Asia and Oceania (MINEDASO IV) regarding population education (See Annex VII), the participants identified programme areas which would require special thrust in the years to come. The Regional Advisory Service would have the key role for initiating and carrying out activities in the identified areas of thrust. Some of the areas included were - i) awareness and orientation programmes for key decision makers and administrators regarding population education; ii) technical assistance in designing and preparing project request and plans of operation; iii) participation in training programmes, development of curriculum and instructional materials, and research and evaluation of both in-school and out-of-school population education programmes; and iv) technical assistance through supply of technical materials and documentation information services.

11. The specific recommendations of the Seminar for regional and national actions under each of these areas are found on pages 43 to 46.

INTRODUCTION

Organizer

1. The Regional Consultative Seminar on Future Directions of Population Education was organized by the Unesco Regional Office for Education in Asia and Oceania with the Government of the Philippines as generous host. The Seminar was held at Silahis Hotel, Manila, Philippines from 14 to 21 August 1978.

Objectives

2. The Seminar was convened as part of the activity envisioned in the Unesco Project No. RAS-74-Ed.1/UNFPA Project RAS/74/P02 approved for 1978. The Population Education Work Plan and Proposed Activities for 1978 states that "the main purpose of the seminar will be i) to provide opportunities for exchange of inter-country experiences, ii) to co-operatively develop new directions for qualitative improvement of existing programmes of population education, and iii) to suggest new innovative programmes for the national and regional levels".

Participation

3. Twelve Member States in Asia and Oceania were invited to the Seminar. Eleven Member States sent representatives. These are the Democratic Republic of Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Papua New Guinea, Pakistan, Philippines and Thailand. There were a total of 19 participants from these countries. Observers from ESCAP, FAO, IPPF, UNFPA, INNOTECH of SEAMEO and IGCC likewise attended the Seminar. There were also observers from local population agencies.

Background

4. Since the first Asian Regional Workshop on Population and Family Education organized by Unesco Regional Office, Bangkok in October 1970, many countries have developed population education programmes in various forms at the national and local levels. Most of population education programmes at the national level were formulated and operationalized with the help of international organizations, while others were largely through the efforts of national governments and some through voluntary organizations.

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During the past seven to eight years, varied meaningful experiences have been generated which could serve as focal points for emphasis in future programming of population education. It was presumed that a Consultative Seminar involving high level officials actively involved in educational planning in general, and population education in particular, would hopefully help promote and re-inforce population education efforts at the country level.

Preparation of the Seminar

5. The Unesco Regional Office for Education in Asia and Oceania (ROEAO) convened a Planning Meeting for the Seminar on 26 June to 1 July 1978. Six resource persons from five Member States, assisted the Regional Mobile Team on Population Education in preparing a working document for the Seminar (See ROEAO-78/POPED-MRCS/5: "Population Education in Asia and Oceania: Development and Future Directions"). The working document covered the themes proposed in the Agenda submitted to the Seminar. These included 1) Review of Country Experiences, 2) Assessment of Needs and Requirements, 3) Trends and Possible Directions of Population Education, 4) Role of Regional and Sub-Regional Co-operation in Population Education. The main purpose of the document was to provide informational data as well as to serve as springboard for meaningful discussions of the issues/items in the agenda.

Inauguration of the Seminar

6. The Seminar was inaugurated at 9.30 a.m. on 14 August 1978, with Hon. Juan L. Manuel, Minister of Education and Culture, Philippines, as keynote speaker. Mr. Raja Roy Singh, Director, Unesco ROEAO, Bangkok welcomed the participants on behalf of Unesco, while Mr. Pedro F. Abella, Executive Secretary, Unesco National Commission of the Philippines welcomed the delegates, the Unesco secretariat and observers to the Philippines. Copies of their speeches are appended. (See Appendix V)

Election of Officers

7. To facilitate direction and recording of discussions during the sessions, election of officers was undertaken after the opening ceremonies. The following were elected as officers: Chairman - Mr. R. Primitivo de Guzman, Executive Director, Commission on Population, Philippines; Vice-Chairman - Mrs. Anjani Dayanand, Joint-Secretary, Ministry of Education and Social Welfare, India; Rapporteurs - Miss Yeap Gaik Khoon, Director, Population Education Project, Curriculum Development Centre, Malaysia and Dr. Abu Hamid Latif, Executive Director, Population Education Programme, Ministry of Education, Bangladesh.

Closing Programme

8. The Seminar held its closing programme at 11.00 a.m. on 21 August 1978, with Mr. Daniel Vanderportaele, UNFPA Co-ordinator in the Philippines, as guest speaker. The Chairman of the Seminar and the Head of the delegations made brief statements. Dr. Leonardo de la Cruz, Regional Adviser on Population Education, delivered the response on behalf of Unesco.

PART ONE

GENERAL REPORT

REVIEW OF EXPERIENCES: DEVELOPMENT AND TRENDS

BACKGROUND

1. The Review was intended to serve as a means for taking stock of the many meaningful experiences in population education in the Member States which have been generated after the Regional Workshop on Population Education and Family Planning organized by the Unesco Regional Office for Education in Asia in 1970. Such experiences would serve as the focal points for emphasis in future programming for population education.

Population Situation

2. The Regional Population Education Programme in Asia and Oceania derives its mandate from the existence of population pressure which is impinging on development in the region. The total population of twenty-five countries comprising the region was estimated at 2,436 million in 1975, with an average annual growth rate of 2.0 per cent in the period 1965-1975.

3. Of the total population in the developing countries of the world 72 per cent are in the developing Asian region. Many of the member countries in the region are found in the top list of twenty most populated countries in the world; e.g. India, Bangladesh, Indonesia, Philippines, etc. The growth rate of these countries range from 1.9 per cent to 3 per cent. Most of the countries are experiencing high and increasing growth of density of population ranging from 140.2 persons per square kilometer to 1,500 persons per square kilometer. The population problem is further aggravated by high infant and maternal mortality, and a relatively young age distribution which suggest a high dependency ratio. Since majority of the land areas are agricultural, the bulk of the population live in the rural areas which offer very scarce resources. Worse, in most of these countries, population growth rate is increasing at a faster rate than their economic growth rate. Consequently, these population and demographic characteristics are now having negative repercussions on income distribution, employment, education, health service and food distribution throughout the Asian region.

Population Education as Policy Intervention

4. Intervention in many sectors would be required to improve this situation to mitigate the negative impact of population growth within the family, the community and the nation. One form that this intervention has taken is population education.

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5. In Asia, population education programmes have been evolved and are being implemented in response to the need to make the citizens aware of the impact of rapid population growth on development. For this reason, most nations with national population education programmes and those with future plans view their projects as an integral part of the national development plan. For instances the population education programmes of Bangladesh, Indonesia, Malaysia, the Republic of Korea, Philippines, Sri Lanka and Thailand are viewed as integrated component of their five-year development plans.

PROBLEMS AND ISSUES IN LAUNCHING AND IMPLEMENTING POPULATION EDUCATION PROGRAMME

6. Most of the Member States represented in the Seminar have adopted a population policy. In some countries in the region the role of the population education sector has been defined. In fact two countries reported as having formulated a population education policy (Indonesia and Thailand). To fully implement a population policy there is a need to formulate effective plans to meet the objectives. This calls for adequate planning and co-ordinating mechanism to: synchronize plans and programmes between population and other fields; assure the relevance of this programme to national development objectives; identify existing, and inadequate resources and other supports necessary for implementation; and review such programmes and policies.

Planning and Co-ordination

7. Some countries have experienced difficulties in the areas of programme formulation and co-ordination. The lack of competent professional personnel as well as a rigid bureaucratic structure contribute to irritating and costly delays in implementing a policy. Without co-ordination, confusion and waste result. Several participants pointed out that qualified personnel, well trained and skilled, are needed at all levels to ensure the success of programmes. The commitment of people carrying out various functions from administrators and supervisors to teachers and other personnel was also emphasized in view of the demand and expectations of the programme.

8. The participants singled out co-ordination problems. In some countries, there are many scattered efforts in population education but no national programme exists. In many countries, improvements in the working relationship among agencies and between implementing programmes for the in-school and out-of-school was emphasized. It was pointed out that efficient co-ordination needs to be done in view of the scope and variety of activities undertaken both in the in-school and out-of-school sectors. Another problem cited by some countries is the proliferation of agencies or ministries which appear to compete with each other as co-ordinating body resulting in overlapping and confusion.

Support from National Policy Makers

9. Some participants also pointed out that once a programme is launched continuous support from the appropriate authorities is often insufficient. This has been detrimental to the programme and posed difficulties to the administrators and implementors (teachers and other personnel). Furthermore, the attrition rate or turn-over of those who have been trained in the programme has aggravated the costly problem of providing orientation each time to new officers who are expected to continue the project.

Reconceptualization of Population Education

10. One issue that kept coming back in the course of the discussions is the role of population education in relation to family planning. In most of the countries it was reported that many people tend to equate population education with family planning. The relationship between population education and family planning information, education and communication appears ambiguous. Hence one participant pointed out the need for re-examining and reconceptualizing population education. Questions like the following were raised: What are the limitations of family planning? What can population education do to make up for the limitations of family planning? Are they really directed towards reaching the same goal? Does population education hold better prospect for success than family planning?

11. Most of the participants, however, recognized population education as one of the important intervention strategies required to improve the situation in many countries in mitigating the negative impact of unplanned population growth within the family the community and the nation. The participants recognized that the goal of population education is in general to provide young people and adults with an awareness of the inter-relationship between population change and development. It aims to examine significant relationship among population change and selected social economic aspects which falls under the rubric of quality of life.

Methodology

12. The participants pointed out that population concepts have been in the curriculum even before the advent of population education. However, these concepts are treated in a neutral manner. Being aware that these contents are subjected to varied and conflicting interpretations by individuals depending upon their value laden frames of reference, the issue of method effectiveness was brought about and the country participants expressed the need for training on value education with the aim of bringing about desired changes in the values and attitudes of individuals.

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Inadequacy of Materials

13. Although a number of countries have developed and produced instructional and student materials in the in-school, these are not sufficient to cover all the needs and demands of their target audiences. Often, these materials are developed only in their proto-type stage on a pilot-scale basis. Furthermore, those in the rural or provincial levels depend for their supply of materials from the central level. In response to this, there is a great need for training teachers and other personnel in developing their own low-cost materials in the local levels, especially in the form of audio-visual materials like posters, charts, slides and tapes.

IN-SCHOOL POPULATION EDUCATION PROGRAMME

Curriculum and Materials Development

14. Different modalities are being used in different Member States in the region, organizationally as well as substantially, for instituting population education in their educational systems. Member States with national population education programmes consider population education as part and parcel of the total curriculum reform movement rather than treating it as a separate and isolated curriculum improvement activity.

15. In some countries such as Malaysia, Sri Lanka and Thailand, the population education programmes have been established as part of the Curriculum Development Centre (CDC). They work side by side with other units in the CDC. The introduction of population education content in the curriculum is not the sole responsibility of a few people in the population education programme but of all the curriculum specialists in other units of the CDC such as science, social science, geography, home science, civics, health education, mathematics, etc. To ensure that key personnel in these disciplines take active interest in the development and integration of population education concepts their participation is sought in curriculum development and training workshops at the national level.

16. In the case of countries such as Bangladesh, Indonesia, Republic of Korea and the Philippines, population education programmes are not part of the CDCs but are nevertheless working side by side with the other curriculum groups under the auspices of the Ministry of Education in curriculum reform efforts.

17. In India, curriculum and materials in population education have been developed at the central level by the National Council of Educational Research and Training (NCERT). Likewise, some Universities have prepared teaching units for primary and secondary level in English and Talagu languages.

18. Countries with population education programmes have invariably used the integrated approach, although some countries have also introduced population education as a separate subject at the secondary school level. There is also variation among the countries as to the grade, content and subject disciplines used for introducing population education.

19. In Bangladesh, population education has been integrated in social studies, science, mathematics, language, home economics and social welfare from grades 4 to 12. Learning materials and teachers guides on population education topics have been prepared for grades 4 to 8. Population education contents will be introduced in the textbooks of grades 4 and 5 from January 1979 and in other grades gradually. Work is in progress for developing population education curriculum for grades 13 and 14 and the vocational and technical education programmes.

20. In Indonesia, in Phase 1 of the population education programme (1973-1975), curriculum in population education was developed for integration in civics, geography, economics, biology, home economics, religion and Bahasa Indonesia in classes 8 to 11. The textual materials, teachers handbooks and supplementary readers were also developed and tried out in pilot schools. In Phase 2 (1975-1977), a new curriculum for the total school system was developed on the basis of the experiences gained in pilot projects and in line with the new curriculum (KURIKULUM 1975) introduced by the Department of Education and Culture. The materials produced were proto-type textbooks for primary, junior high and higher secondary stages, teachers guides, training handbooks, curriculum and textbooks for primary teacher training schools (SPG) and secondary teacher training colleges (IKIP). In 1977, the Government got a loan from IBRD to institutionalize population education in all the public schools in Indonesia. In addition to the major education system run by the Department of Education and Culture, there are several subsidiary education systems administered by other agencies such as Department of Religion, Muhammadiyah, Council of Churches (DGI), Department of Social Affairs and Department of Defence. In the formal system they cover approximately half of the total number of children in the school-age group. Population education projects for DGI, Muhammadiyah, Department of Religion and the Armed Forces have been developed for which UNFPA is providing financial support. These projects will start in 1979. It is planned to develop curriculum and materials for teachers and students in the subsidiary school system.

21. In the Republic of Korea, curriculum and instructional materials in population education have been developed for grades 1 to 12. In the primary school, population education is integrated in social studies, science and physical education. In the middle school, it is integrated in social studies, home economics, science and physical education; while in high school, it is integrated in politics, economics, society, culture, geography, biology, home economics and physical education. Besides pupils materials and teachers guides, the project has also developed resource materials to help the textbook writers, curriculum co-ordinators and researchers.

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22. In Malaysia, the main subjects selected for the integration of population education at the primary and secondary levels are civics, history, geography, science and health education; and home economics in secondary schools only. In addition to these subjects some population education concepts have also been integrated in modern mathematics and language exercises. Some materials such as teachers guides, resource books on population education, posters, video-tape lessons have been developed.

23. In Nepal, some population education concepts have recently been introduced in the curriculum for grades 4 to 10. Population education concepts have been introduced in social studies in grades 4 to 7. Whereas they have been introduced in health education, geography, Panchayat and home science in grades 8 to 10.

24. In the Philippines, population education has been integrated in social studies, science, mathematics, home economics and health education for all the grades in the elementary and secondary levels. A curriculum guide for population education as an elective subject in the high school has been developed. Appropriate student materials and teachers guides have also been developed. In addition to the textual materials, self-learning modules have also been developed.

25. In Sri Lanka, population education concepts have been introduced at the junior secondary level (grades 6 to 9) in five subjects areas namely, social studies, science, mathematics, health education and first language. Instructional materials, teachers handbooks and supplementary materials have been developed.

26. In Thailand, population content is integrated in the area called "life experiences" in the elementary grades 1 to 6. In the lower secondary level (grades 7 to 9), population concepts are integrated in social studies and population education is offered as a separate course, too. At the upper secondary level (grades 9 to 12), population education is offered as an elective course. Lesson plans and teachers guides have already been prepared and distributed to all upper secondary schools.

Problems and Issues

27. Some of the problems of curriculum and materials development in population education as identified by the participants are as follows:

- i) Although there is common agreement as to the broader definition of population education, there are differences among the Member States as to the content of population education at the school level. Some Member States have introduced sex education and family planning components in their population education content whereas others have excluded them.

Review of Experiences

- ii) The problem of integration of population education concepts in different subject disciplines has been commonly felt. Curriculum and materials developed by the population education projects in some countries using conceptual and sequential approach to curriculum development lose their identity and focus when integrated in the subject disciplines. What and how population education content should be introduced at each grade level is ultimately decided by the subject curriculum specialists who sometimes overlook and diffuse the whole objective and emphasis of population education.
- iii) There is lack of evaluation and research specially in the area of value and attitudinal change. What content and methodology of teaching are most appropriate to change values and attitudes of children is still an unexplored area.
- iv) There is still some resistance of some religious groups in some countries to teach population education in schools specially in the private religious institutions.
- v) In some countries the problem of introducing population education gets more complicated because of different languages, races and decentralized education systems.

MATRIX ON THE POPULATION EDUCATION CURRICULUM DEVELOPMENT PROGRAMME IN THE REGION

	Elementary	Secondary	Subject	Tertiary	Operation/Organization
1. Afghanistan					
2. Bangladesh	Grades 4 to 6	Grade 12	social studies, science, mathematics, language, home economics and social welfare, vocational and technical education		Attached department of the Ministry of Education
3. India	Class 1 to 6	Class 7 to 10	geography, civics, economics, social studies, languages, natural science, sociology	college/university level	Separate component of family planning programme with Department of Health and Family Planning
4. Indonesia	Grades 4 to 6	General Secondary Vocational	social studies, sciences, moral's studies, religion, language, civics, geography, economics, biology, home economics		
5. Republic of Korea	Grades 4 to 6	Grade 12	social studies, home economics, physical education, geography and science	college/university level	Separate component found in the Ministry of Education
6. Malaysia	Grades 4 to 6	Grade 11	science, geography, home science, history civics, health education, mathematics, language	college/university level	Component of total curriculum development effort
7. Nepal	Grades 4 to 6	Grade 10	social studies, geography, science, home science, health, panchayat		Part of Ministry of Education
8. Papua New Guinea	Grades 5 and 6	Grades 7 to 10	home economics, social science		Part of Ministry of Education
9. Pakistan	Classes 1 to 6	Grade 10	geography, mathematics, home economics, social studies, health education		Part of Population Division, Ministry of Health
10. Philippines	Grades 1 to 6	Grades 7 to 10	health, science, home economics, social studies, separate subject in college	college/teacher training	Part of Ministry of Education (separate unit)
11. Sri Lanka		Grades 6 to 9	social studies, science mathematics, health education, first language		Part of Ministry of Education
12. Thailand	Grades 1 to 6	Grades 7 to 10	life experience, social studies, separate course in population education in secondary level, home economics	college level; teacher training, vocational school	Part of Ministry of Education

Training of Personnel

28. Crucial to the institutionalization of population education into the educational system is the training and retraining of personnel. One can evolve all sorts of innovative instructional materials in a discipline, but teachers and field workers may not know how to handle them. This has been recognized by most of the Member States with population education programmes. Different modalities for training teachers and other personnel have thus far been used in the Asian region, as are briefly discussed below.

29. Bangladesh plans to provide face-to-face training to about 56,000 teachers at different levels of education within a period of four years (1977-1980). For the purpose, 19 officers have been posted in 19 districts of the country. These officers organize training programmes. Training materials are developed centrally and sent out to the district officers. The training is given by the district officers and key personnel who received intensive training earlier. About 250 educators drawn from administrators, supervisors and teacher trainers in institutions of higher learning were trained through 'key personnel' training programmes before the teacher training programmes were launched.

30. In Indonesia, there are two main focal points in teacher training pre-service and in-service. The pre-service population education activities are integrated into the teacher education curricula at the primary and secondary teacher training institutes. In the in-service, Indonesia has trained a core of master teachers in population education drawn from two levels - administrators and instructors/teachers. These master teachers work side by side with other key personnel involved in the massive programme of up-grading all teachers for the new curriculum being introduced in various school subjects. In addition, teachers/instructors for the out-of-school population education programme are being trained. Teaching kits, consisting of audio-visual materials are being developed for use in training people from the out-of-school sector.

31. Malaysia has chosen to train its teachers via the SLEM approach. Literally, SLEM stands for self-learning educational materials. However, in the broad sense it refers to a total teacher orientation programme. It is school-based, with the headmaster or senior teacher leading the discussions and other training activities. These headmasters together with representatives of the State Education Department and the Inspectorate attend an in-service course to prepare them for their roles in this orientation programme.

32. The population education project in the Republic of Korea also included a systematic implementation of in-service training of teachers and administrators. It began with the preparation of teacher trainers, through seminars and intensive training for six weeks. These participants were largely faculty members of teacher training institutions in the provinces. Thereafter, they undertook a massive in-service training programme for teachers of different subject areas in secondary schools. In addition, orientation programmes for school principals and supervisors

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were also organized. Based on these experiences, work on the development of pre-service programmes have been started in 1978.

33. The Philippines has adopted one modality in its effort to train 186,000 elementary school teachers (75 per cent of the total), 15,000 secondary teachers (20 per cent of the total) and 300 teacher-training instructors in the country. The core of the original training scheme of the Population Education Programme of the Philippines was a five-week training programme on the national level for subject area supervisors and/or co-ordinators and department heads of secondary schools in groups of fifty. After their training, these division supervisors/co-ordinators/department heads in teams of two [called Supervisory Training Team (STTs)] conducted a series of one-week training programmes for the elementary and secondary teachers in their respective school divisions. In view of the inability to reach the desired number of teachers through direct training STTs in due time; the scheme was altered in 1975, whereby STT-trained district supervisors, principals and department heads stepped in as middle-level trainers. They conducted 40-hour school level training programmes for their respective teachers. Recently launched is the modular approach for teacher training in population education. As an alternative scheme to meet the needs of teachers who cannot attend in-service seminars, twelve modules containing the approximate content of a one-week training course were prepared and distributed to the field.

34. Sri Lanka has its own unique modality for training. It conducted seminars for regional directors of education, and for other administrative and supervisory staff. The most important phase was the training of master teachers in the fields of science, mathematics, social studies and languages. The master teachers then, continue to train the subject teachers at the circuit level through their regular study circles which are organized under in-service programmes of the Ministry of Education.

35. In Thailand, the Mahidol University Population Education Programme has been assigned by the Ministry of Education to conduct a five-week training programme in population education for educational supervisors. These educational supervisors are, in turn, expected to organize a similar training programme for teachers in their geographical area of responsibility. The Department of Education, Faculty of Social Sciences and Humanities at Mahidol University also initiated a graduate training programme in population education leading to a M.A. degree in development education (population education) in 1975.

Problems and Issues

36. 1) One of the biggest problems of training being faced in almost all of the countries is how to train the huge number of teachers in a given reasonable time. Countries are still struggling to find out different modalities of training teachers considering financial and time constraints.

- ii) Although some countries have used built-in evaluation for assessing the effectiveness of their training programmes in population education, it still falls short of being complete. There is lack of evaluation instruments which can be used by the Member States for the evaluation of their programmes as a whole, as well as different components of the programme.
- iii) In some countries, population education programmes cover teachers in public schools. Teachers in private schools, which in some countries form a significant proportion of the total number of teachers, are not yet covered.

Population Education at the Tertiary Level

37. In many Member States, population education was introduced first in the elementary and secondary levels. Later in the implementation of programmes, the need to cover the tertiary level was also felt. This was specially so in teacher education. While the population education programmes/units/cells generally undertook the in-service training of teachers and other personnel, it was recognized that pre-service education of teachers is the prerogative of teacher training institutions.

38. The introduction of population education in the tertiary level was a slow and painful process in some countries. Many faculty members view population education as an unscholarly area which is not even a discipline. Often faculty members, therefore, were reluctant to be involved in the subject. However, due to the persistent efforts of people committed to the cause of population education, the subject has found its way in the tertiary programmes.

39. In Bangladesh, population education has been introduced as a part of one of the existing courses of primary teacher training institutes and teacher training colleges. In-service teacher training programmes on various subject areas also include lecture sessions on population education. Efforts are being made to find out appropriate methodology for introducing population education at the graduate level.

40. In India, some Universities have developed undergraduate and post-graduate courses in population studies. Population education cells have also been started.

41. In Indonesia, as a consequence of the decree from the Ministry of Education (1976), population education is taught as a compulsory course of one semester duration to all the students of the secondary teachers' college (IKIP). In some universities such as the University of Indonesia, Jakarta and Gajah Mada University, Yogyakarta, some courses are offered for the students by the population institutes attached to the universities. Different courses, such as Law and Population, Population and Public Health, Population Problems and Social Welfare are in the University curricula either as compulsory subjects or as elective courses for undergraduate students.

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42. The Republic of Korea has yet another innovative modality for introducing population education. The Central Office for Population Education (COPE) had commissioned four universities to experiment various approaches to introducing population education in their curricula, referred to as the Demonstrative College Programme. These universities are Ewha Women's University, Seoul National University, Korea University and Yonsei University. COPE is now trying to motivate other universities outside Seoul to institute population education courses, following any of the four demonstrative college programmes, or to adopt a modality of their own, depending upon what they perceive to be most appropriate.

43. In Malaysia, a two-unit course in population education is offered at the Faculty of Agriculture, Universiti Pertanian (Agriculture University) Malaysia. This is required for all students pursuing the Bachelor of Home Technology degree. In teacher training institutions, there is a core course in population education in health education.

44. In the Philippines, a three-unit course in population education is either a required or an elective subject in the various teacher training institutions. In addition, population education content is found in most of the curricula in the arts and sciences generally included in a subject called "Current Issues and Problems". In Bicol University, a prospective teacher can major in population education. And at the University of the Philippines one can pursue a Masters Degree in Population Education.

45. In Thailand, beginning from the 1976 school year, population education was introduced as a one-semester compulsory course in all teacher training colleges and as a separate elective course in vocational schools. Masters degree programmes in population education have been instituted.

MATRIX ON POPULATION EDUCATION TRAINING PROGRAMME IN THE REGION

	Orientation Instruction	Superordinate Subordinate	Self-instruction	Peer Training	In-service	Pre-service
1. Afghanistan						
2. Bangladesh		✓			✓	✓
3. India	✓				✓	✓
4. Indonesia		✓			✓	✓
5. Republic of Korea	✓	✓			✓	✓
6. Malaysia			✓		✓	
7. Nepal				✓	✓	✓
8. Papua New Guinea						
9. Pakistan	✓				✓	
10. Philippines		✓	✓		✓	✓
11. Sri Lanka	✓	✓			✓	
12. Thailand		✓			✓	✓

Review of Experiences

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Research and Evaluation

46. The Country Review shows that only about four countries with population education programmes have done meaningful and useful researches aimed at gathering baseline data on the curriculum component, as well as researches that provide empirical data for curriculum content and methodologies. These are Bangladesh, Republic of Korea, the Philippines and Thailand. Most of these researches include baseline surveys on knowledge, attitudes and practice of students, teachers and parents on population matters, evaluation of curriculum and instructional materials and research on the teaching and learning process. One innovative step taken by the Philippines Population Education Programme in upgrading their research component is not only to equip their personnel with knowledge and skills on how to conduct research but also on how to utilize results of research to improve practice and policy decision making.

47. The need for research and evaluation has invariably been part of the recommendations of regional meetings, seminars, workshops and courses from 1970 to 1977. More efforts need to be exerted towards evaluation of the impact of population education programmes on the ultimate target - the learners. Indonesia suggested the following research topics: characteristics of student and learning groups, students' perceptions of population characteristics, and values of different ethnic groups, and the socialization process. The rest of the countries suggested attitudinal research, curriculum and methodological research, programme evaluation, and evaluation of training methods and materials. In addition to undertaking research studies, there is a felt need among country participants that national and international training of personnel be conducted to develop their skills in developing instruments for evaluation, analysis of data, and utilization of findings, and so on.

OUT-OF-SCHOOL POPULATION EDUCATION

Diversity in Scope and Magnitude

48. Out-of-school population education programmes in most countries in Asia and Oceania are undertaken by various ministries such as education, health, labour, agriculture, social welfare, and environment; non-government and voluntary organizations, etc. The review further pointed out that the development of these programmes vary from country to country in terms of magnitude and scope. Some of these programmes are small scale, sporadic and exploratory in nature such as in Bangladesh, Malaysia and Thailand. Other countries have planned and launched comprehensive programmes - Indonesia and Philippines are the examples.

49. Although still in its initial stages, the out-of-school population education programmes are, by nature, quite diverse in terms of their coverage - the target audiences range from out-of-school youth to adults with varied interests and backgrounds. This diversity in the type of audiences and socio-economic and cultural situations in different countries lead the educationists to develop different strategies for programme development

and implementation. However, there seemed to be a general consensus among the participating countries that out-of-school population education programmes have to be integrated comprehensive educational programme, co-ordinated and closely linked with other developmental programmes of the country.

Curriculum and Materials Development

50. The deeper analysis of the existing plans and programmes indicated that population education concepts are, in general, being integrated into programmes such as functional literacy, adult education, citizenship, skill development, social welfare, health and nutrition, home economics, rural development and agricultural extension. While certain countries developed proto-type curricula and instructional materials following the integration approach the general consensus among the participating countries was that there is lack of such materials. The experience of planning and implementing of population education programmes have also indicated that the concepts of population education, sex education, family planning need to be clarified further in order to develop understandable and communicable contents and relevant instructional materials. The review further indicated that there is lack of knowledge and skills to develop and produce suitable curricula and appropriate teaching-learning materials to meet the learning needs of heterogeneous audiences covered under the out-of-school sector. This scarcity of trained manpower has adversely affected the promotion of out-of-school population education programmes in the countries of the region.

Training in Integration

51. Like curriculum and instructional materials development the countries have also initiated variety of training and orientation programmes but they in general have been emphasizing the necessity of population education and descriptions of its various concepts with insufficient emphasis on the mode of integrating population education concepts into the parent disciplines and vice versa. Moreover such training programmes have in general been conducted on small scale which have hardly touched the fringe of the vast multitude of people working in the out-of-school sector.

Research and Evaluation

52. Research and evaluation is another area which was found insufficiently covered even in the on-going pilot as well as comprehensive programmes. The participants were unanimously of the view that this area of the total programme if not looked into seriously, is likely to adversely affect the promotion of out-of-school population education programmes.

Future Directions of Population Education

Country Profiles

53. The development of programmes in various countries are at various stage and have taken different forms. A brief description of the out-of-school population education programmes in the participating countries is presented below.

54. In Afghanistan, the Directorate of Adult Education and Functional Literacy which is an integral part of the Ministry of Education has an UNFPA assisted family health and adult education programmes. The main aim of the project is to evolve strategies for the integration of population education into on-going and new adult education and functional literacy programmes for both men and women. In Phase I of the project, proto-type curricula and exemplar teaching-learning units for women are being developed and tested. The project intends to develop basic literacy and technical skills, into which population education concepts are to be integrated. Likewise, there are plans to train all field workers in population education. Besides this, other organizations such as Democratic Association of Afghan Women, Family Guidance Association and Radio Afghanistan are also actively involved in population programmes.

55. In Bangladesh, the Agricultural Extension Institute of the Ministry of Agriculture has developed population education curricula and syllabi for agricultural extension workers. The Department of Social Welfare has recently launched an UNFPA-assisted population education project for out-of-school youth. A curriculum development meeting was organized in August 1977 by the Department of Social Welfare to draft syllabus for use in training leaders of out-of-school youth projects. The Ministry of Rural Development has also introduced population education in the "Co-operative Membership Education" programme. The Bangladesh Family Planning Association has also launched family life education programme through youth organizations. The association has since organized a series of 7-day training programmes for out-of-school youth.

56. In India, there is no national population education project, but there are in-school and out-of-school population education activities being carried out in some states. The National Council of Educational Research and Training (NCERT) and the Family Planning Association of India (FPAI) have developed some materials in population education. The universities are also taking active part in the promotion of out-of-school population education. For example, Tirupati University in Andhra Pradesh and Madras University have special programmes for the training of personnel as well as field extension programmes following a unique approach called population clums. Likewise, the National Adult Education Programme has incorporated population education in the training curricula for field workers in adult education.

57. In Indonesia, out-of-school population education activities have been undertaken by the National Population Education Project of the Department of Education and Culture together with the Directorate-General of Out-of-School Education and Sports. The programme was started in 1974 when 30 adult learning centres from the islands of Java and Bali

(6 provinces) were selected for the experimental phase of the programme. Some proto-type curricula and instructional materials were developed pre-tested, revised and finalized for use throughout the country. This programme was later on evaluated, modified accordingly and extended to cover all parts of the country. The programme plans to use different materials such as books for trainees, instructors' handbooks, training handbooks for PENMAS (Community Development Programmes) instructors, and supplementary readers (picture books). Other voluntary, semi-governmental and religious organizations either already have or are planning to include population education components in their out-of-school educational programmes. There are plans to develop special materials for audiences of the religious organizations.

58. In the Republic of Korea, various governmental and non-governmental agencies are involved in out-of-school population education activities. Among those are voluntary organizations like the Planned Parenthood Federation of Korea and the Korean Institute of Family Planning. Population education materials for the out-of-school sector, consisting of printed materials, slides, tapes and cartoons were developed by the Korean Institute for Research in the Behavioural Sciences (KIRBS). The Central Office for Population Education (COPE) subcontracted this to KIRBS. New programmes for parents and out-of-school youth in rural communities were initiated this year (1978) in 800 primary schools in different parts of the country. One resource teacher in population education is found in each school.

59. In Malaysia, there are two major institutions which are primarily involved in reaching the out-of-school sector. These are the Federal Land Development Authority (FELDA) and the Institute of Agriculture. FELDA's population education programme attempts to create awareness and interest among the settlers, their leaders, and all Scheme staff in improving the quality of family life. Therefore, population education was introduced in 1977 as part of FELDA's training and field activities. The Ministry of Agriculture on the other hand runs seven Institutes of Agriculture which train youths who have completed grade 9 education, for work as agricultural technicians. Population education is one of their courses.

60. Population education for out-of-school sector in Nepal is implemented as part of the country's new literacy programmes launched with the assistance of district education officers, headmasters and teachers of primary, elementary and secondary schools. In addition, the Ministries of Agriculture, Panchayat, Health and Labour have been implementing out-of-school population education projects as integral component of their on-going programmes.

61. In Pakistan, population education has been included in the adult literacy curriculum. Likewise the Allama Iqbal Open University is actively involved in promoting awareness and education on the subject of population among adults through tutorials and correspondence courses. The Family Planning Association of Pakistan has directed its efforts to population education activities among audiences at various Industrial Training Centres.

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62. In Papua New Guinea, there is no national population education programme but the Ministries of Environment and Conservation, Health, and the Officers of Information and National Broadcasting Commission and National Planning have undertaken certain pilot activities to create awareness and interest among the key leaders and other leaders about population phenomenon and their implications on the development of the country.

63. In the Philippines, various ministries as well as some semi-governmental organizations are involved in out-of-school population education. One of the most massive programmes is the Integrated Human Resources Development Programme for Youth (IHRDPY), a project of the Ministry of Social Services and Development. Its goal is to prepare youth who have left the formal school system for self-reliance in terms of economic productivity and social responsibility. The IHRDPY assists youth to train and engage in small, manageable, income-generating projects, in community volunteer service, in leadership, in socio-cultural and physical fitness activities, in nutrition and drug information drives, among others. Population Awareness and Sex Education (PASE) was infused as a component in 1973, with the initiation of a pilot project in selected provinces and cities. With assistance from Unesco, ESCAP and UNFPA, the project was expanded to national scale in 1975. In the Philippines, government and non-government organizations are involved in out-of-school programmes. The non-formal methods and techniques, derived from social work practice, used in this programme, allow for the active participation of youth in group discussions on different subject. Built in the PASE project is an evaluation scheme aimed to measure changes in knowledge for the youth are also being undertaken. The Ministry of Education and Culture has also included population education content in the citizenship training curriculum for adult and out-of-school youths. The newly established Office for Non-formal Education in the Ministry of Education and Culture is responsible for co-ordinating all out-of-school programmes.

64. In Sri Lanka, the Ministry of Health with UNFPA assistance has introduced some elements of population education into the pre-service and in-service curricula for personnel such as medical officers, nurses, midwives and public health inspectors. The Department of Labour has also infused population education concepts in their training programmes for workers.

65. In Thailand, the bulk of the out-of-school population education activities are assumed by the Division of Adult Education, Ministry of Education. A unique modality has been adopted by the Division, in which learners are not given a textbook, but a card is issued each session, and these cards gradually mount up to form a kind of text. Of particular interest is the concrete and functional approach to this programme. Topics which are raised on the cards include methods of rice farming, use of fertilizers and pesticides, identification of a good seed, basic health and maternity information, and simple investment and marketing facts. These topics are integrated with some family planning and population information. The Ministry of Education has a massive programme to integrate population education into all of its adult education programmes, with the active collaboration of various ministries, universities and research institutes.

ASSESSMENT OF NEEDS AND REQUIREMENTS

Introduction

1. The review of experiences in population education enabled the Member States to assess their current and future needs and requirements. The Member States represented in the Seminar may be broadly divided into two groups, namely, those with emerging population education programmes and those with on-going national population education programmes. The needs of these two groups vary.

2. In the course of the deliberations, the countries with emerging programmes profited from the meaningful experiences of those with developed programmes. In the analysis of the needs and requirements, those with on-going national programmes shared their experiences on the problems which need to be resolved in implementing the different aspects of population education programmes. The cluster of needs that emerge from the discussion and analysis are: i) awareness and orientation, ii) curriculum and materials development, iii) training of personnel, iv) research and evaluation, v) coherence of in-school and out-of-school programmes, and vi) population education information network.

Awareness and Orientation

3. As population education is a new concept in many countries, it is necessary that awareness and orientation programmes are undertaken for different categories of personnel. Awareness and orientation are in at least two levels, namely, awareness of population as a problem, and awareness of the potentials of population education as a means for coping with the population problem. Awareness and orientation take various forms, such as the following:

- i) There is a need for concise and relevant orientation programmes for policy makers and key administrators. In the past, as a result of participation in regional training courses, internships, seminars or workshops, key personnel in some countries have attempted to initiate some population education activities, but population education programmes in some countries could not be established because of the lack of full support of policy makers and key administrators. To gain a firmer commitment and motivation to the programme, there is a need to make policy makers and key administrators aware of the problem of population and the need for population education as one of the more rational means of solving the population problem.

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- ii) In some countries population education is a sensitive issue. Not only parents and the community served by the schools, but some teachers and educators offer resistance as a population education programme is launched. In this case, there is a need to provide the initial breakthrough in desensitizing population education by explaining what it is and what it is for.
- iii) There is a need to pose population education as a viable activity in some countries whose population programmes are strictly family planning oriented. In some countries in the region, a population programme effort founded solely on family planning has been shown to have its deficiencies. Many socio-cultural factors have contributed to this, such as the value attached to children, religious oriented inhibitions, preference for sons, and the general complacency of the masses who do not see the difference in having few or many children. Population education can validly fulfil a need. It is in the children's formative years when population education may address itself to basic attitudes and values. Introducing population education, therefore, in the in-school is a need. And since pupils leave school early in Asia and Oceania, systematic out-of-school population education programmes are needed, especially for the youth at marriageable age.
- iv) In the past, the Mobile Team has been asked to create awareness through regional training courses, internships, seminars or workshops, as well as national training courses which resulted in the initiation of population education programmes in some countries in the region. However, there are still some countries which would need awareness and orientation programmes for the key personnel in order to gain their support for establishing population education programmes. In this regard, the participants expressed the need to involve a core staff or team at the national level who can undertake their own national orientation and training activities.
- v) Gaining support for the population education programme does not end in providing orientation to the policy makers, key administrators and project staff. Winning the support of the ultimate users or the public is a necessity if one is to achieve a total national support for the programme. To achieve this, the participants felt that there is a need to create community awareness through a series of orientations.

Curriculum and Materials Development

4. Population education as a means for curricula innovation is relatively new, the contents of which are drawn from demography and many different subject areas. Preparing a conceptual framework as well as integrating population concepts in the different school disciplines at various grade levels is a complicated process, hence the need for assistance to the Member States. Likewise, by the nature of its ultimate goal - that of influencing attitude and behaviour related to population-related decisions, the methodologies suggested in teachers guides need to be thought of in line with inquiry and values clarification approaches. There is also a need for the development of a curriculum for different target audiences in the out-of-school sector. This need is expressed by many countries which have and are planning to have out-of-school population education programmes in the region.

5. However, for those countries with more advanced population education programmes, the participants felt that it is about time to undertake a content analysis of curriculum materials to find out to what extent population concepts have been included and treated in subject areas.

6. There is a need for the development of different kinds of materials such as pupils' references or supplementary readers, teachers guides, training kits/packages, audio-visual aids, motivational materials and so on. The participants expressed the need for supplementary readers and other materials for teachers and students who do not have population education as a separate subject. There is also a need to ensure that population education concepts are not diluted or lost in the process of integration. In the formal school sector, there are quite a number of available materials. However, in the out-of-school sector, there is still acute lack of instructional materials.

7. Lastly, to provide and update population education with more recent information on what other countries are doing with regard to curriculum and materials development, there is a need to assemble and document experiences and activities of various countries on curriculum development.

Training of Personnel

8. Increased awareness on the need for population education gives rise to the demand for more trained personnel (teachers, trainers, curriculum writers, researchers, documentalists, field workers, administrators and supervisors). The need for the training of key personnel may be met partly through the regional training programmes. At the national level, the need for training of

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personnel are in various forms, such as the following:

- i) In many countries, curriculum writers and other staff of population education units have training other than population education. For them, there is a need for in-depth staff development in population education.
- ii) In most countries in the region, population education programmes should be further developed at the tertiary level especially on the graduate level and in all types of teacher training institutions.
- iii) In the out-of-school population education programme, the lack of trained manpower in the methodology of integrating population education in various disciplines such as adult education, agriculture, home economics, literacy, health education, social work and so on, has been an obstacle in the promotion and dissemination of population education in the out-of-school sector. The participants expressed the need to train in population education any one delegated the task of teaching out-of-school population education.
- iv) The participants also identified the urgent need to train and equip those involved in communicating population education with skills, and techniques in developing and producing both training and learning materials.
- v) In view of the great amount of funds and length of time needed in conducting face-to-face training, there is a need to test and explore other types of training schemes like modular approach, use of mass media, and so on.

Research and Evaluation

9. The need for research and evaluation has been part of the recommendations of regional meetings, seminars, workshops and courses from 1970 to 1977. And yet not much effort had been done in responding to this need. The participants identified a number of reasons for this neglect. This includes lack of funds, lack of administrative support, time-consuming, lack of trained personnel, etc. In this regard, the participants identified the need to undertake research studies which are action-oriented, quick, relevant and utilizable. Corollary to this is a need to institute a mechanism by which results of research are utilized by policy makers, administrators and practitioners in decision making and practice.

10. More specifically, other participants identified the need to conduct research and evaluation on such areas as formation and changing of values among students, socialization process, assessment of appropriate content areas relevant to various countries, training

methodologies, and evaluation of learning outcomes on the ultimate target - the learners.

Coherence of In-School and Out-of-School Programmes

11. In some Member States, the in-school and out-of-school population education programmes are handled by various organizations.

- i) Due to the magnitude of need in the out-of-school sector, a variety of out-of-school population education programmes are being implemented by various government, semi-government and voluntary organizations in Member States. Often there is considerable overlap in their main thrust as well as in the audience being reached. There is a need to bring about co-ordination among these programmes.
- ii) Another area of need is to strengthen or establish the coherence of out-of-school programmes to the in-school programmes to ensure a more or less common message or content. In order to achieve such rational coherence or linkage, a co-ordinating committee or mechanism should be established to serve all agencies engaged in both in-school and out-of-school programmes. There is a need to organize meetings on the areas of planning and co-ordination to consult each other for programme development, personnel training, curriculum and materials development.
- iii) Also because out-of-school programme is attached to other development activities like agriculture, literacy, nutrition, and so on, there is a need to introduce population concepts consistent with the objectives and framework of the particular area to which it is integrated.

Population Education Information Network

12. The volume and diversity of materials that are being produced by the Member State with regard to population education reflect the need for a systematic mechanism for collection, reproduction and dissemination or sharing of materials among these countries. As it is, there is a lack of information on the availability of materials produced by member countries, whether they can be availed for free or not and the cost of mailing. To evolve an efficient mechanism for exchange of materials and information among nations, the participants identified the following needs:

- i) There is a need for countries to set up their own information network which can serve to distribute information and publications within the country or within a region.

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These country information networks can constitute a network to be co-ordinated or orchestrated by the Unesco Clearing House.

- ii) To be able to set up an efficient national information network, there is a need to train documentalists, resource information persons and those involved in population education information on the techniques and systems of forging links for dissemination and preparation of useful materials within the nation.
- iii) Also in view of the common problems expressed by the participants with regard to limited use and availability of materials particularly for international circulation because of language problems and lack of funds for reproduction, a need has been identified to come up with an on-going translation programme. If materials are to be shared extensively, they should be translated in the national language of the Member States. Therefore, this programme should be able to identify priority materials that need to be translated, on request, from one national language or the major languages of the region into another and into English. Therefore, the need for translation services must come from the national programmes which will be mainly responsible for identifying materials to be translated. These requests should consist of translation services for materials that will be immediately used by individuals for decision-making and for initial and limited use of materials. For massive reproduction of these translated materials and wider circulation, the national programme will have to produce enough copies or look for other sources of funds. Corollary to this is the need for a meeting of translators to agree to a set or list of terminology which will have common nuances to various country users.
- iv) To set up an efficient information network system, some baseline surveys needs to be conducted first on the following subject: most efficient system of mailing in the Asian region, cost of printing and translation services, coming up with national directories of population education materials for easier retrieval of information, and determining the various levels of information needs in the Asian region.
- v) The need to provide the population education resource materials for teacher training institutions was expressed by many participants.

TRENDS AND POSSIBLE DIRECTIONS OF POPULATION EDUCATION

Introduction

1. The participants were agreed that the emerging needs and requirements in population education are the best indicators of the trends and future directions of population education. However, it was felt that there is a need for an operational definition of trend. Most of the participants agreed that the term trend means: i) change from one idea or practice into innovative ones; ii) that at least three Member States have adopted it; and iii) that in view of its relative effectiveness as means to reach the common goal, (that of helping to solve the population problem), there is enough reason to believe that other Member States would eventually follow suit.

The trends and possible directions discussed are presented below.

Population and Population Education Policy

2. Many countries in Asia have formulated population policies in recognition of the inter-relationship between population growth and development. There is a trend towards countries adopting a population policy. Some policies are explicit statements, whereas others are embodied in national development plans. As one measure to reduce population growth, family planning programmes were launched. More and more nations in the region are beginning to realize that a population programme based mainly on family planning has its limitations. Many socio-cultural factors have contributed to this. Hence, the trend towards population education as supplementary and complementary to other population programmes.

3. Some countries, like Indonesia and Thailand, have also formulated population education policy, in addition to population policy.

Out-of-School Population Education Programmes

4. A number of countries in the region initiated population education programmes in the formal school system. Lately, the trend is to extend population education to the out-of-school sector, in order to reach the school drop-outs, the illiterates and semi-literate adults. The emerging approach is to integrate population education in adult education, literacy programmes, pre-vocational training, social work, mother and child health, nutrition, labour education, agricultural extension and so on.

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5. Agencies other than the Ministry of Education are including population education as components of their on-going programmes.

Training of Personnel

6. Majority of the countries which initiated training programmes started with in-service training and orientation for teachers. In addition to face-to-face training, various types of training schemes like superordinate-subordinate, peer training, modular training were explored. Lately, the trend is to go into other types of training schemes and cover other types of personnel. There are four distinct trends in this area, namely:

- i) Orientation seminars for policy makers and key administrators, whose support is crucial to the success of the programme.
- ii) Self-learning materials are supplementing face-to-face training of teachers.
- iii) Pre-service preparation of teachers with courses in population education.
- iv) Graduate degree programme in population education in some countries.

Curriculum and Materials Development

7. There are a number of trends in this area, such as the following:

- i) Population education is viewed more and more as a means for curricula innovation in the disciplines into which it is integrated.
- ii) Earlier the emphasis was on teaching units/guides. More and more attention are now devoted to learners' materials.
- iii) Instead of merely textual materials, audio-visual materials in population education are being developed in some Member States.
- iv) Population education curricula for different out-of-school programmes are being developed. Likewise, training packages, and teaching-learning packages for the beneficiaries of the programme are being developed.

Research and Evaluation

8. Only very few countries are undertaking research and evaluation activities and these are the ones which have more advanced population education programme. These research studies dealt mostly with basic researches and surveys on knowledge, attitude, behaviour of teachers and learners towards population matters. Lately, other countries have expressed the need to undertake researches. An analysis of the topics they want to research on shows several trends.

- i) More and more useful and action-oriented type of research studies and mechanisms for immediate utilization of the results of these studies are needed.
- ii) In addition to baseline and basic studies, countries point to three types of researches, namely, research on content, methodological and evaluative research.
- iii) There is a trend among countries to consider research and evaluation as a built-in component in the programme. Because of this, training to develop knowledge and skills to undertake research and develop evaluative instruments has been repeatedly identified by various countries as a priority project.

Co-ordination of Programmes

9. Population education draws content from various disciplines, hence, its inter-disciplinary nature. As population education gets integrated into various disciplines, co-ordination even within the Ministry of Education is getting to be a problem. The problem of co-ordination of out-of-school population education programmes is even more complicated.

Alternative modes of co-ordination are emerging such as the following:

- i) Inter-agency committee headed by implementing agency
- ii) Inter-agency committee headed by central planning agency
- iii) Inter-agency committee headed by finance/budget agency
- iv) Inter-agency committee headed by people's representative body.

Institutionalization

10. Many population education programmes state that institutionalization is one of their goals. However, institutionalization seems to be an illusive concept. In the early 1970's, some Member States with national population education programmes thought of institutionalization as complete integration of population education in the educational system. For them institutionalization process takes the form of integrating population education concepts in selected disciplines in the elementary, secondary and tertiary levels as well as in different non-formal programmes.

11. Lately, some participants noted that population education concepts tend to be lost in the process of integration. Partly because of this, some Member States have started introducing population education as a separate course in the secondary and tertiary levels. This is consistent with the view that institutionalizing population education means ensuring its identity and stability in the curriculum.

Population Education as an Integral Part of Development Programme

12. There is an increasing recognition on the importance of population education programme as an integral part of the national development programme. Such programmes are directed towards the development of human resources and have social and economic oriented objectives, among which are social awareness and community responsibility and economic productivity leading to self-reliance. It is assumed that well informed and motivated citizenry can understand better their roles in development efforts through their own interest and dynamic participation in the population programme.

Nature of Consultancy

13. A few national population education programmes had resident technical advisers at the beginning of their projects while some received technical assistance from the Regional Mobile Team in some of their activities. Member States are relying more on regional advisory services and short-termed consultancy rather than having resident international advisers. This has been found to be more economical. It is economical on the part of the funding agency, in that the regional advisory team could cover many countries, and economical to the Member States as the services of the team is free. Some country programmes/projects are too small to warrant a resident adviser. Likewise, by depending on regional advisory assistance, the programmes in the Member States could easily share the experiences of other countries. However, some countries need short term consultancy in addition to the services of the Mobile Team.

ROLE OF REGIONAL AND SUB-REGIONAL
CO-OPERATION IN POPULATION EDUCATION

Introduction

1. The participants deliberated on the role of regional and sub-regional co-operation in population education embodied in the working document ROEAO-78/POPED-MRCS/5 entitled "Population Education in Asia and Oceania: Development and Future Directions". There are three main parts in this section, namely: i) The Contribution of Regional Programme to National Population Education Programmes, ii) The Proposed Regional Actions to Meet National Needs, and iii) Inter-country Co-operation. The participants recognized the specific contributions of the regional programmes to the national population education programmes. Furthermore, there was a general consensus among the participants that the proposed regional actions contained in the paper to meet the national needs are responsive and useful to them. With regard to activities in the area of inter-country co-operation, the participants identified the activities which could be undertaken on the national and regional levels.

CONTRIBUTION OF REGIONAL PROGRAMME TO
NATIONAL POPULATION EDUCATION PROGRAMME

2. The contributions of the regional programme to national population education programmes were unanimously recognized by the participants. Some of these contributions are as follows:

- i) Assistance to Member States in creating awareness of population problems and to demonstrate the feasibility of educational action at the national level.
- ii) Assistance to Member States in planning their population programmes and in developing project proposal for funding by UNFPA and other international organizations.
- iii) Development of national capabilities in population education through regional seminars, workshops, training courses and study tours.
- iv) Participation in national training programmes, curriculum and instructional materials development workshops, and project reviews and evaluation.
- v) Technical and financial support of selected research projects.

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- vi) Development of source books, manuals, and prototype instructional materials in population education.
- vii) Facilitation and promotion of sharing of experiences in population education. Acting as catalyst in identifying innovative experiences and expertise in a country and facilitating another country's use of it.
- viii) Provision of technical advice and assistance through correspondence and supply of materials and for documentation and information service.
- ix) Acquisition and dissemination of population education instructional materials, books, periodicals and audio-visual materials; and response to enquiries for data and information.

3. The participants agreed that the regional programme serves the specific purposes of national development within the framework of mutual co-operation among countries. For details of other activities, see Annex VI.

PROPOSED REGIONAL ACTIONS TO MEET NATIONAL NEEDS

4. In response to the need in population education of the Member States in the region, several regional action programmes were proposed in the working document. After some deliberations, the participants approved all the proposed actions. It appears that one programme thrust that could meet many of the needs identified is through the on-going regional advisory services. Regional advisory services could be any or combination of the following: i) helping out in awareness and orientation programmes for key decision makers and administrators regarding population education; ii) technical assistance in designing and preparing project request and plans of operation; iii) participation in training programme, curriculum materials development, and research and evaluation of both in-school and out-of-school population education programmes; and iv) provision of technical assistance through supply of technical materials and documentation information services. The major proposed regional action by programme areas are briefly described below.

Awareness and Orientation

5. Sponsoring continuous awareness and orientation programmes for the policy makers and key personnel in order to gain their support for establishing population education programmes.

Planning and Co-ordination

6. Regional programmes in population education are planned with Member States in consultative seminars/meetings. The participants agreed that such activities are planned at two levels, namely, a regional consultative seminar; and planning, development and co-ordination meetings at the national level.

Curriculum and Materials Development

7. The proposed regional actions in this area are:

- i) Development of audio-visual materials in population education. The participants identified the need for audio-visual materials. They agreed that a handbook on the development of audio-visual materials including some prototype charts, posters, and so on, will be developed at the regional level, as exemplars for the Member States.
- ii) National source books in population education. Six countries have developed national source books in population education with assistance from the Mobile Team. These source books have been very useful in the implementation of their population education programmes. More Member States will be assisted in developing similar source books.
- iii) Curriculum development. The participants also identified the lack of curriculum materials for the out-of-school population. They strongly endorsed that prototype curricula be developed which can be integrated in different programmes in the out-of-school sector. The participants also identified further need for developing prototype curriculum and materials for the in-school.
- iv) Development of training packages for out-of-school population education. Population education acquire more relevance when interwoven into areas of interest to the learners. The participants felt that training packages for different groups should be developed.
- v) Development of exemplar multi-media training packages for the in-school. The participants identified the lack of different types of materials for training different categories of personnel in the in-school sector, especially the training of teachers using different modalities. They felt that exemplar multi-media training packages need to be developed.
- vi) The development of a handbook on materials, methods and techniques of teaching population education. To help

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Member States develop the capabilities in using innovative approaches and methods in teaching population education, a source book will be developed at the regional level. This source book will include guidelines for improving different types of materials, organization of activities and innovative methods and techniques of teaching population education at the primary, secondary and tertiary levels.

Training of Personnel

8. The proposed regional actions in this programme area are:

- i) Training workshops on the development of self-learning materials in population education. One of the strategies being considered by some Member States for the in-service training of teachers is through self-learning materials. The development of self-learning materials is constrained by the lack of trained personnel as well as lack of exemplar self-learning materials. In order to develop national capabilities for developing self-learning materials in population education for teacher training, the participants agreed that a series of training workshops should be organized at the regional, sub-regional and national levels.
- ii) Regional training workshops on instructional materials development for out-of-school. In most of the countries in the region, there is lack of instructional materials in population education for the out-of-school population. This is mainly because of the shortage of trained manpower. The participants strongly endorsed the organization of a series of training workshops in instructional material development for the out-of-school population at the regional, sub-regional and national levels.
- iii) Group training courses. A need assessment exercise done in connection with an UNFPA document on future programming education indicates that the Member States have found group training courses, organized by the Mobile Team, very useful and that they want these to be continued. The participants unanimously endorsed the organization of group training courses during the next few years. These training courses will consist of four phase: a) correspondence, b) face-to-face training, c) study and observation of population education programmes in a selected country, and d) follow-up at the national level.

Role of Regional and Sub-Regional Co-operation

Research and Evaluation

9. The need identified by the Member States in research and evaluation indicates three areas of concern, namely, research on content, methodological research and evaluative research. In order to meet these needs, the participants agreed that three regional workshops should be organized: i) regional workshop on research and research utilization in population education, ii) advanced level seminar on evaluative research, iii) regional workshop on the evaluation of teaching-learning processes and attitudes, iv) joint research projects.

Coherence of In-School and Out-of-School Population Education Programmes

10. In some countries in Asia, in-school population education programmes have been established whereas out-of-school programmes are being initiated. The participants agreed that there is a need to establish linkages/coherence between the in-school and out-of-school programmes to ensure mutual benefit from the experiences of each sector. A regional seminar would be organized for this purpose.

Population Education Information Network

11. In addition to the regular collection and dissemination function of the Clearing House, three new activities are planned: i) a network for population education and distribution of materials - this will be done through establishment of a network for distribution of population education materials emanating from the region, and population education material packages; ii) regional meetings for documentalists; and iii) translation of population education materials.

INTER-COUNTRY CO-OPERATION

12. Countries in the region differ in culture and stages of development in population education. There are, however, common characteristics in these countries. Countries in the region would benefit by sharing information, knowledge, skills and experiences through the following modalities. After discussing each activity, the participants categorized them as country and/or regional programme.

Joint/Collaborative Research

13. As there are some countries that are faced with similar problems in developing and implementing population education programmes, these countries may undertake a joint research project

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through the assistance of the Unesco Regional Office to facilitate solution of these problems.

Multi-Lateral/Bilateral Exchange of Resource Personnel

14. In consideration of the scarcity of resources in any one country, exchange of resource personnel between and among the countries in the region will undoubtedly contribute to the countries where such expertise are needed. The participants recommended that this be a country programme.

Attachment Programme

15. Some countries may benefit by sending their project staff to other countries where population education has been developed earlier for internship training for a reasonable period of time. The participants recommended that this be a country programme.

Exchange of Materials

16. There are plenty of materials already developed by the countries in various forms and purposes. Some of these materials can be adapted by other countries. This activity can be both done as a country and regional programme.

Inter-Country Study Visit

17. There is a constant change in education in Asia. Study tours for administrators, teacher trainers, curriculum workers and other key personnel will enable them to cope with these changes. These study tours will provide added input to their national programmes. The participants recommended that this be undertaken as a country programme.

RECOMMENDATIONS

1. During the discussions of different items of the Seminar agenda, and bearing in mind the recommendation of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV) regarding population education (See Annex VII), the participants identified programme areas which would require special thrust in the years to come. The Regional Advisory Service would have the key role for initiating and carrying out activities in the identified areas of thrust. Some of the areas included were: i) awareness and orientation programmes for key decision makers and administrators regarding population education; ii) technical assistance in designing and preparing project request and plans of operation; iii) participation in training programmes, development of curriculum and instructional materials, and research and evaluation of both in-school and out-of-school population education programmes; and iv) technical assistance through supply of technical materials and documentation information services.

2. The Seminar made specific recommendations for regional and national actions under each of the areas given below.

1) Awareness and Orientation

a) Regional level

Short term seminars and inter-country visits for high-level key personnel for Member States should be organized.

b) National level

- i) Member States should organize national orientation seminars/courses for administrators, planners and other key personnel.
- ii) Member States should develop a variety of materials for creating awareness among different sections of the population.
- iii) A core of personnel should be organized to undertake programmes to create awareness of the benefits of population education among different categories of personnel within the country.

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2) Planning and Co-ordination

a) Regional level

- i) Periodic consultative meetings/seminars should be organized to review experiences and develop future programmes.
- ii) Activities should be undertaken to develop linkages and coherence of in-school and out-of-school population education programmes.

b) National level

- i) Meetings/seminars should be organized at the national level to review and synthesize on-going programmes with the objective of evolving strategies for planning and co-ordinating the activities of all the agencies.
- ii) Member States should undertake case studies, with assistance from the Regional Office.

3) Curriculum and Materials Development

a) Regional level

- i) Seminars/workshops should be organized to develop prototype curricula for diversified audiences in the out-of-school sector.
- ii) Exemplar multi-media packages on teaching/learning materials for different categories of audiences should be developed.
- iii) Exemplar resource materials such as handbooks, training manuals, guides, modules, and so on, should be developed.

b) National level

- i) Development of materials is the responsibility of Member States, however, in developing materials, Member States may consider the adaptation of prototype materials developed at the regional level.
- ii) Periodic reviews of population education curriculum and materials should be undertaken for updating and improvement.
- iii) Member States should develop population education courses at the tertiary level.
- iv) Member States should develop national source books with the assistance of the Regional Office.

4) Training

a) Regional level

- i) Regional group training courses should be continued.
- ii) Special training programmes/workshops should be organized to train personnel for developing different types of teaching-learning materials.
- iii) Attachment programmes for in-depth training of project staff should be organized.
- iv) Programmes for the training of documentalists in population education should be organized.
- v) Funds on fellowships for training in population education should be provided.

b) National level

- i) Member States should organize training programmes to train personnel for developing different types of teaching-learning materials.
- ii) Countries undertaking new projects should organize national training programmes.

5) Research and Evaluation

a) Regional level

- i) Workshops/seminars should be organized to develop strategies for research and its utilization, as well as evaluation of teaching-learning processes, and so on.
- ii) Joint inter-country research projects should be undertaken on common crucial needs/problems.

b) National level

- i) The project should have a built-in mechanism for research and evaluation.
- ii) The Member States should provide sufficient resources for undertaking research and evaluation.

6) Population Education Information Network

a) Regional level

- i) The Clearing House should further develop its distribution and exchange mechanism for population education materials and information.
- ii) Meetings should be organized to review experiences and develop future modalities for mutual sharing of information and materials.

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- iii) Assistance should be provided for translation and reproduction of innovative materials.
- iv) A directory of materials developed in the region should be prepared and disseminated.
- b) National level
Population education information network should be established.

7) General

In view of the magnitude of work to be undertaken in population education in the region, Unesco in collaboration with UNFPA should strengthen the Regional Sectoral Population Education Programme in Asia and Oceania.

PART TWO

COUNTRY REPORTS

DEMOCRATIC REPUBLIC OF AFGHANISTAN

An official census has not been carried out in Afghanistan. However, during 1975 to 1976, the Central Statistics Office undertook the first review of existing population estimates and projection based on the following sources:

- i) The population estimate based on agricultural survey in 1976.
- ii) Civil registration data and distribution of citizenship cards, and number of individual tax payers.
- iii) Estimate of population suggested by the Afghan Demographic Survey.
- iv) Population estimates published by the Ministry of Planning and UN Agencies.

Population Situation

According to Publication No. 10 of the Central Statistics Office, Afghanistan's population during 1975, was estimated as follows:

Estimated Population - 1975

Population	1975 1354 000	1982 1361 000	1982 1361 % of 1354	Average annual growth in %	Absolute growth during 1354 - 1361 000
Total	16,665	19,610	117.67	2.35	2.945
Rural	11,870	13,842	116.61	2.22	1.972
Urban	2,390	2,984	124.85	2.23	594
Nomad	2,405	2,784	115.76	2.10	379
Rural + Nomad	14,275	16,626	116.47	2.20	2.351
Total minus Nomad	14,260	16,826	117.99	2.40	2.566

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Estimated Age Group Distribution in 1975

<u>Age Group</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 - 5	1,594,000	1,472,000	3,066,000
5 - 9	1,149,000	1,060,000	2,209,000
10 - 14	1,006,000	928,000	1,934,000
15 - 19	881,000	813,000	1,694,000
20 - 24	762,000	703,000	1,465,000
25 - 29	654,000	604,000	1,258,000
30 - 34	559,000	516,000	1,075,000
35 - 39	474,000	437,000	911,000
40 - 44	397,000	367,000	764,000
45 - 49	330,000	304,000	634,000
50 - 54	266,000	246,000	512,000
55 - 59	211,000	194,000	405,000
60 - 64	157,000	145,000	302,000
65 - 69	118,000	109,000	227,000
70 over	108,000	101,000	209,000
Total	8,666,000	7,999,000	16,665,000

For the first time, the Central Statistics Office is trying to study population dynamics at the primary stage.

One of the factors which is important for the population statistics is the knowledge of crude birth and death rates. Unfortunately the Central Statistics Office of Afghanistan has not yet succeeded in collecting statistical information on the crude birth and death rates as the births are not normally registered.

The total economically active manpower of Afghanistan in 1975 was about 4,950,000, of which 4,605,000 were employed in the different economic sectors shown below.

1) Productive sector total	3,890,000	78.6%
Agriculture	3,330,000	67.3%
Industry	350,000	7.1%
Construction geology	130,000	2.6%
Transportation & communication	80,000	1.6%

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ii)	Service sector total	715,000	14.5%
	Public health	50,000	1.0%
	Trade and commerce	200,000	4.8%
	Civil service and contract employees	90,000	1.8%
iii)	Others	357,000	7.0%
	Manpower reserve (unemployed)	343,000	6.9%

Out of the total population, the distribution of inactive age population was estimated as follows:

up to 15	7,209,000	inactive children
15 to 60	8,718,000	able to work
60 over	738,000	inactive elders

Population Policy of the Democratic Republic of Afghanistan

A census was supposed to be carried out this September (1978) in Afghanistan with financial and technical support from UN Agencies. However, the Democratic Regime which took power in April 1978, postponed the plan for next year (1979).

The new government has not yet formulated a definite population policy, although it recognizes the importance of such a policy. In the old regime, the government controlled population census directly and indirectly, through the mass-media (papers) and family guidance association. This association has played an important role in enlightening and encouraging people to adopt child spacing and birth control through preventive materials and other methods. It has also launched a series of advertisement on the importance of birth control which results in better health of mothers and children, betterment of family economy and living conditions.

Likewise, the mass-media organizations themselves, directly and indirectly, emphasize the population problem and have been enlightening the people about such problem. The above method is utilized under the Democratic Republic Regime. It means that the new regime has followed and improved on the population policy of the previous government.

The Family Guidance Association is supposed to carry out functions for both men and women and through formal and non-formal education methodologies, as follows:

- To achieve the goals and objectives, these programmes should emphasize:

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- child spacing
- reduction of infant mortality
- better family relationship
- improved environmental sanitation
- socio-economic improvement of women

Some of the Current Non-Formal Education Effort

The following agencies are involved in population education activities to a greater or lesser degree:

i) Afghan Family Guidance Association

Through radio broadcasting: face-to-face communication women are made aware of the importance of child spacing and the clinical facilities which are available.

ii) The Democratic Association of Woman

The Association offers special programmes which contribute towards the improvement of the legal status of women.

iii) Radio Afghanistan

Through rural broadcasting which runs every evening for one hour, attempts are being made to improve the awareness and understanding of listeners with respect to agriculture improvement, environmental sanitation, home sanitation, better health and education.

iv) The National Directorate of Adult Education which is directly involved in designing and offering non-formal population education programmes for adults, with emphasis on women.

The activities of various agencies in Afghanistan concerning population, include:

- i) Reduction of high infant mortality rate which indirectly causes high fertility rate, provision of better facilities for mothers and children through health services, including preventive measures and child spacing.
- ii) As one of the indirect measures to influence the size, growth composition and distribution of population, the democratic regime has taken steps to raise the status of women in the country. It is the policy of the new regime to give equal rights to men and women.

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- iii) Another plan places emphasis on child and mother health care, aggravated by "giving birth to several children by one woman" and shortage of nutritional food, which causes malnutrition and related diseases in mother and children. This points to the need for population education.

Population Education is needed in order to achieve:

- i) Better health,
- ii) Better employment,
- iii) Better education facilities,
- iv) Better production, and
- v) Better conservation and utilization of resources.

In Afghanistan, population education is necessary especially in the rural areas.

It is believed that if the land reform will be implemented in Afghanistan, the problem of migration to big cities will be reduced. Therefore, population education will be very important, hence it must be introduced in the villages, too.

BANGLADESH

Population Situation

A country of 56,000 square miles, Bangladesh has a population of approximately 85 million. If the current rate of population growth of 2.8 per cent continues, Bangladesh will double its population in 25 years. Bangladesh at present ranks eight among the world's largest populations. It is also one of the world's most crowded areas with an estimated density of 1,500 persons per square mile. Except a few small island nations, population pressure such as this is, perhaps, shared by no other nation. Despite the high overall density, there are significant variations in the number of persons per square mile in different administrative divisions and different patterns of regional growth. The number of persons per square mile in some districts is close to twice as high as that in others excluding the capital and the port city. About 91.2 per cent of population of Bangladesh live in rural areas. But the depressed conditions and scarce employment opportunities in the countryside have caused large numbers of rural inhabitants to migrate to urban areas, and especially to major cities. Between 1961 and 1974, the population of the five largest urban areas increased at an annual rate of close to 8 per cent.

Among the population 52 per cent are males and 48 per cent are females. Population below 15 years of age constitute 48 per cent of total population resulting in high dependency ratio. Literacy is estimated at 12 per cent for females and 27 per cent for males. In a predominantly agriculture society about 40 per cent families are landless and remain unemployed or under-employed. Only 2 per cent of the labour force employed in the organized sector are women.

It has per capita annual income of approximately US\$ 80. About 82 per cent of its population survive somehow with per capita annual income below US\$ 125. Among the pre-school aged children only 3.5 per cent could be classified as nourished, 50 per cent are suffering from moderate malnutrition and 25 per cent from severe malnutrition. This is indeed a grim picture of a low level socio-economic condition.

Population Characteristics

Bangladesh's population is characterized by (a) high birth rate, (b) falling death rate, (c) high maternal and infant mortality rate, (d) young age distribution, and (e) high and increasing

growth of density of population.

The high birth rate is associated with universality of marriage, low age at marriage and, practically non-interference with fertility behaviour and outcome. Marriage, particularly for women, is near universal in Bangladesh. According to 1974 census, somewhat less than 1 per cent of females had never married by age 30. Though for males, the never married rate is higher, still little more than 1 per cent fail to marry before age 50. The singulate mean age at marriage derived from the 1974 census is 15.9 for females and 24.0 years for males. A sample restricted to ever married women interviewed in Bangladesh Fertility Survey (BFS) yielded a mean age at first marriage is 13.6 years for urban women and 12.4 years for rural women.

During the period 1955-1975 the crude birth rate did not decrease, remaining approximately at 47 per 1,000. With a death rate of 19 in 1975, this makes for a rate of natural increase of 28 per 1,000. Preliminary results of BFS show that in 1975 the average number of children ever born to women aged 40-44 is 7.1. Maternal and infant mortality is 7 and 140 per 1,000, respectively.

At present nearly half the population is under 15 years of age. With the present high rate of population growth the percentage of dependent population will further increase aggravating the already unfavourable population structure. Such a high dependency ratio is not conducive to the growth of economy as it will neutralize much of the gains obtained due to development efforts.

Review of Experiences and Status of Population Education

In the backdrop of this population situation and with severe resource constraint, Bangladesh offers a challenging task in nation building. It is a challenge that calls for sustained efforts and unqualified commitment of the nation towards planned development along with a comprehensive programme in the population sector. The First Five Year Plan (1973-1978) of the country recognized this need and suggested "that the first task is to launch a major educational and motivational campaign to bring the seriousness of the population problem into public focus and to set in motion group discussions on this problem at all conceivable levels in village panchayets, factories, schools and colleges". In this effort, the role of the Ministry of Education was described in these words: "Ministry of Education will introduce population education in curricula of educational institutions at all levels and in the programme of adult education". The Ministry of Education, therefore, decided to launch a National Population Education Programme. Accordingly, a scheme for introduction of population education in the formal school system was prepared. The scheme was approved in December 1975 and the programme was formally launched in July 1976.

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The population education programme is functioning as an attached department of the Ministry of Education. An executive committee headed by the Minister/Adviser of the Ministry of Education is responsible for policy planning and overseeing the activities of the programme. The programme has a full-time executive director and other officers including a full-time officer with a small staff in each district of the country. The nature, scope, and objectives and activities are clearly defined in the scheme.

For the in-school programme, population education is viewed as essentially an educational programme with the specific purpose of providing knowledge and developing understanding of past and present population situations as well as possible future trends of the entire range of population processes, characteristics, causes and consequences at both macro- and micro-levels and to assist the learners in developing personally meaningful criteria for decision making as an individual and as a member of the larger community.

Besides the specific purpose, the programme when implemented is expected to achieve the following objectives:

- i) Through introduction of population education in the formal school system (grades 4 to 14), endeavour will be made to produce informed and socially responsible citizens so that their behaviour patterns conform to rational decisions towards population issues in their personal, family, community and social life.
- ii) As the introduction of population education will necessitate orientation and training of large number of teachers of all levels, the teachers will be motivated to limit their own family size.
- iii) The programme is expected to have a multiplier effect. As most of the teachers and students live and work in rural areas of the country, they should play a leadership role in influencing people in favour of population control and family planning programmes.
- iv) The introduction of population education in the curricula (an attempt to relate curricula to social problem) is expected to work as catalyst in the efforts of making education relevant to needs of the students and the society.
- v) The inclusion of population education (as part of existing courses) in pre-service teacher education programmes might eventually lead to introduction of realistic teacher education programmes including

separate course in population education.

- vi) The expertise and experiences gained through the programme will produce a core of trained and motivated educators whose services can be fruitfully utilized for other development oriented programmes.

The main features of the programme activities are enumerated hereunder:

- i) Development of population education curricula for appropriate subject for classes IV-XIV.
- ii) Development of learning materials for students and guides for teachers.
- iii) Development of resource materials and training materials in population education for training of teachers.
- iv) Production, printing and publication of materials.
- v) Organizing training programmes for heads of institutions and teachers of various levels: 250 higher level, 1,300 college level, 15,000 secondary level and 39,000 primary level.
- vi) Orientation and training of about 2,000 primary and secondary teachers of 19 selected pilot thanas in population education and family planning with the purpose that these teachers besides teaching population education in schools will also recruit about 12,000 family planning acceptors.
- vii) Undertaking related evaluation and research studies.

The population education programme during two years of its operation has made considerable progress in all spheres of its activities. All-out efforts are being made for achieving the targets set for different activities of the programme within the time schedule earmarked in the scheme.

Out-of-School Programme

The majority of the out-of-school children and youth of the country are either illiterates or drop-outs, and they greatly outnumber those who are in school. The different Government departments and international agencies run a variety of programmes for these children and youth, but a plan for bringing them within the fold of a comprehensive programme with population education as one component is yet to emerge. However, the two population education

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programmes for the youth recently initiated by the Social Welfare Department (SWD) and the Bangladesh Family Planning Association (BFPA) can be categorized as out-of-school population education programme.

SWD Programme. The Department of Social Welfare, Government of Bangladesh, has undertaken a project entitled "Population Activities for Out-of-School Youth" (PAOSY). The project envisages organizing 1,349 youth groups, with an average of 20 members in each group, through the Youth Welfare, Urban Community Development (UCD) and Rural Social Services (RSS) Projects of the Department.

The programme of the youth groups will have social functions and income capabilities. The Youth Group members will be assisted through organized activities to become aware of the population problems and their role in helping check the population growth through late marriage and in accepting population control measures by those youth who are already married.

The project activities include "training of the project personnel of the PAOSY project, the District Social Welfare Officers, Project Officers like the Social Welfare Organizers of Youth Welfare and UCD projects as well as the Thana Social Welfare Officers, and the frontline workers - Mohalla Level Workers and Village Social Workers of the UCD and RSS projects respectively.

As a first step, a curriculum development committee was set up for developing curriculum for training of district and project officers. The committee has completed its work and development of materials following the curriculum is in progress.

BFPA Programme. The Bangladesh Family Planning Association affiliated to IPPF has been working in the area of family planning for quite a few years. In the recent past it has decided to expand its activities. As a result, a youth programme has been organized since June 1977 with the general objective of developing the rural youth as conscious citizens of the country through 'Family Life Education'. The specific objectives of the programme are: (i) creating awareness among the uneducated youth about population problem; (ii) providing basic concepts to the illiterate youth related to population problem, and (iii) involving the youth community in population control programmes.

The BFPA youth programme is meant for the youth group between 12 to 25 years of age. Instead of creating new organization, the BFPA has planned to utilize existing youth forums for implementation of the programme. The youth organizations that have shown interest in the BFPA youth programme are: (i) Jatie Torun Sangha (National Youth Organization - JTS), (ii) Bangladesh Gramsen Juba Samity (BFJS), (iii) National Youth Council (NYC), and (iv) Bangladesh Volunteer Service (BVS).

During six months of its operation, i.e. July-December 1977, the programme organized seven days training for 1,200 youths out of which 1,000 received success certificates. The participants were between 16 to 25 years of age and girls constituted 30 per cent. In the light of the experiences gained in 1977, the programmes planned for 1978 are: (i) involvement of more youth organizations, (ii) introduction of population education in the evening schools, (iii) involvement of the youth in community development activities, and (iv) involvement of the youth in income generating programmes in small scale.

Trends and Needs in Population Education

In-School Programme. The population education programme is one of the multisectoral programmes of Population Control and Family Planning Division. The programme which is being implemented by the Ministry of Education is scheduled to be phased out by June, 1980. However, in view of Government's decision to launch the Second Five Year Plan from July, 1980, the Population Control and Family Planning Division has prepared a sectoral draft plan. Like all other multisectoral programmes, the population education programme has also been included in the draft plan of the population sector. It is, therefore, expected that the on-going population education programme will be carried over to the Second Five Year Plan (1980-85).

During the Second Five Year Plan period, besides continuing the present programme activities, two more dimensions will be added to the programme. These are identified as: (i) development of reading materials and training manuals in population education for adult literacy programmes and conducting training courses for instructors and other personnel connected with the adult literacy programmes and, (ii) orientation of senior students of universities and colleges about 'Family Life Education' through counselling services.

Thus the scope and nature of the programme have been further widened. The implementation of the programme on a larger scale will require more manpower and other resources.

Besides financial assistance, the international organizations and agencies can help in these areas: (i) training of project personnel, (ii) supply of information and materials, (iii) consultancy service for developing national source book and audio-visual aids.

The population education programme of Bangladesh is the only programme in the region which has taken upon itself the task of providing face-to-face training to teachers and administrators numbering about 66,000. For this purpose, 19 full-time officers have been placed at district level. The district officers had

Future Directions of Population Education

been given orientation and training for their specific responsibility. These officers and the new hands to be recruited for the expanded programme will require training on a broader scale. Training courses organized in the past by the Unesco Regional Office for Education in Asia at regional level helped develop trained manpower in population education for implementation of the programmes in the region.

Most of the countries having population education have developed national source book with assistance from the Unesco Regional Office. A national source book on population education for adult literacy programmes will be valuable contribution towards development of population education literature in Bangladesh. The Unesco Regional Office has been providing services to programmes of the region related to population education documentation and exchange of materials, and this greatly helped the programmes develop national resource centres. The continuation of this service is essential for supplementing the efforts of national programmes for developing the population education resource centres in their respective countries.

Out-of-School Programme. It has been mentioned earlier that there is yet no comprehensive out-of-school population education programme in Bangladesh. The two out-of-school youth programmes related to population education described earlier can hardly touch the fringe of the vast multitude of out-of-school population of the country.

In a country where about 50 per cent of primary school age-group children never go to school and only 15 per cent of secondary age-group children are in school, the urgency for a comprehensive out-of-school population education programme hardly need reiteration. At the policy-making level of the Ministries that are likely to be involved in such a programme, the felt need is already there. What is required is initiative from some quarter for development of a scheme. In many instances, international agencies help initiate the process of developing schemes through discussion at higher level. It is hoped that the initiative will be forthcoming from either internal or external quarters and an out-of-school population education programme of the magnitude and scale called for in the existing situation of the country will be undertaken in the near future.

Once a decision for such a programme is taken, technical assistance from international organizations will facilitate the preparation of the project. When the project is prepared assistance in terms of training of project personnel, consultancy service for curriculum development and instructional materials development and supply of population education related materials from international organizations and agencies will make positive contribution towards successful implementation of the programme.

INDIA

Population Situation

With the total land area of about 3.29 million square kilometres, India had a total population of 548 million as per the census held in 1971. The average density of population of the country was found to be 178 persons per square kilometre. The total population of the country is thus next only to that of the People's Republic of China. Accounting for the world's total land area of 2.3 per cent, India has to sustain nearly 15 per cent of the world's population.

The distribution of population in India is highly uneven. There are some areas with very sparse population such as the desert Rajasthan, the mountainous areas like the Himalayas and the rainy forested lands elsewhere. Certain areas, on the other hand, are very thickly populated.

The average density of population in the State like Kerala and West Bengal is about 500 people per square kilometre. In some of the highly urbanized territories, the density of population is still higher. For instance, Delhi has the average density of 2,738 people per square kilometre.

At present the net annual growth rate of population is about 2.2 per cent. The cumulative effect of this annual growth rate can be seen from the fact that the population of India during the decade 1961 to 1971 increased by 24.8 per cent.

The birth rate in India has been coming down very slowly whereas the death rate has been falling fairly rapidly. As per certain calculations the birth rate at present is 35 per 1,000 and in the coming years it is to be brought down to 25 per 1,000.

The life expectancy in India is estimated to be now slightly above 50 years.

The urban population in India has been steadily increasing and it now stands at nearly 20 per cent of the total population, as against 12 per cent in the year 1921.

The literate population in India was about 23 per cent at the time of Independence. By 1971 this percentage of the literates had increased to about 30. However, there is great disparity between the male and female literacy in the country. According to the census report of the year 1971 the percentage of the literate males in the total population is 39.5 whereas in case of females it is 18.7 per cent only.

Future Directions of Population Education

Population Characteristics

The sex ratio in India has been unfavourable since the beginning of this century; and it was 972 in the year 1901, it stood as low as 930 females per thousand males in 1971.

The percentage of young population in the age group 0 - 14 is very high. As per 1971 census 42 per cent of the total population was in this age-group.

The population pyramid in India with a very broad base, poses a very big problem for the rapid social and economic development of the country. It has special significance for educational planning in India as we have to plan for more and more schools every year.

Review of Experiences and Status of Population Education

Soon after independence when India launched her 'Five-Year Plans', it had realized the importance of controlling the growth rate of population. This led the Government to launch an ambitious family planning programme. Every five year plan emphasized the need for tackling this problem with greater care and conviction. And as a result more and more money was spent on family planning programmes and services.

In spite of the growing network of family planning and services, it was increasingly realized that people are not coming forward in adequate numbers to take advantage of the services.

Therefore, the need for motivating people to plan their families was increasingly felt by all those who were concerned with this problem. It came to be expressed through a demand for introducing population education in our schools. However, this required considerable time and it was in the year 1969 when the Government of India sponsored through its Ministries of Health and Education, a National Seminar on Population Education.

A large number of educationists, educational planners and administrators, policy makers, social scientists, representatives of voluntary agencies working both at the national and international levels, participated in this Seminar and unanimously recommended introduction of population education in the entire school system. They entrusted NCERT with the task of guiding the States in matters of preparing curriculum, instructional materials and taking care of teacher training at the national level. This led to the establishment of a small Population Education Cell in the NCERT by 1970.

Since 1970, a number of isolated activities have been undertaken in different states but India does not have a national programme in population education as yet. The National Council of Educational Research and Training (NCERT) has been doing pioneering work by developing model syllabi and materials in population education for students and teachers. It has developed a variety of instructional materials such as readings, guidebooks, supplementary readers, workbooks, and so on. The staff of NCERT has also developed a national source book on population education, teaching units, and a bibliography with the assistance of the Unesco Regional Office, Bangkok. Besides NCERT, the Family Planning Association of India (FPAI) has also supported population education in the in-school, out-of-school and at university levels. They have developed instructional materials and have trained some teachers in population education. One of the achievement of the Association is the development of an educative film on population education entitled "Down to Earth". They have also established population education units in many of their state affiliates.

Some universities are also doing commendable work in population education. Special mention is due Sri Venkateswara University, Tirupati, which has started courses in population studies at the master and bachelor levels and has also done significant work in the training of teachers, material development, teaching units, handbooks for college level, mobile exhibition unit and establishment of population education cells in affiliated colleges. The study of population education programmes has also been introduced into the curricula for the training of all field functionaries under the National Adult Education Programme (NAEP).

Although India accepted family planning as a national policy and as an integral part of socio-economic planning in the First Five Year Plan (1951-1956), the first national population policy was issued in 1976 by the Ministry of Health and Family Planning which also included the following statement regarding population education:

My Ministry is also in close touch with the Education Ministry with regard to the introduction of population values in the educational system, and the NCERT has already made a beginning in bringing out some textbooks on these lines. It is essential that the younger generations should grow up with an adequate awareness of the population problem and a realization of their national responsibility in this regard. Indeed, if I may venture to say so, exhortations to plan families are more important for the younger generations than for those who have already made their contribution to our demographic profile. 1.

1. Karan Singh. National Population Policy. New Delhi, 1976, p. 3.

Future Directions of Population Education

In the statement in the Family Welfare Programme which was issued in June 1977 by the Ministry of Health and Family Welfare to supersede the statement of April 1976, the following paragraph occurs:

Population education has so far not received the attention it deserves. The NCERT have developed some models for the introduction of population education in the school education system. These models have already been adopted by the Central Schools Organization. We would urge that the departments of education in the States should adopt these models, or their modified versions, in the syllabus in the schools. Forty-two per cent of our population is below the age of 15 years. It is this population which will soon be entering in the area of matrimony. We must take steps without any further delay to see that the youth receive population education as part of their normal courses of study. 2.

In the recent population policy statements, the Government of India has recognized the importance of population education in its developmental efforts. India has developed significant materials and enough expertise in population education and the stage is now well set for launching a national population education programme. The materials developed by NCERT, FPAI and some universities can provide a base for the development of curriculum materials at the national and state levels. The training of teachers and field workers in population education is a huge task for which a variety of modalities may have to be used. The research and evaluation activities may have to be strengthened in the total programme to provide the basis and feedback for the improvement of materials as well as training of personnel. To ensure inter-state and inter-organization communication and exchange of experiences, clearing house facilities need to be provided.

Problems and Issues in Implementation

The following are some of the problems which have to be tackled very carefully in launching a national population education programme:

- i) Already over-crowded syllabus
- ii) Preparation of curriculum and textbooks
- iii) Training and orientation of different personnel

2. Government of India. Ministry of Health and Family Welfare, Family Welfare Programme, New Delhi, 1977. p. 3

- iv) Financial implications of all the above-mentioned planning.
- v) Delinking of population education from family planning.
- vi) Conceptualization of population education.
- vii) Absence of full-time trained personnel in charge of population education programmes at the central and provincial levels.
- viii) Lack of adequate support from the higher authorities.

How were those Problems and Issues Resolved

The above-mentioned problems and issues were partially resolved in the special projects in their own way. The NCERT Population Education Cell and the universities had to limit their programme according to the available resources. The co-ordination work with the NCERT and State Institute of Education in the States was also limited. In the absence of a national population education programme, all the problems could not be solved but some significant efforts have been initiated by different agencies at the national and state levels.

In view of the over-crowded nature of the syllabus as reflected in a large number of subjects and textbooks with which the children were confronted, it was decided unanimously in the National Seminar on Population Education by all concerned that population education should be introduced in the entire educational system of the country.

Delinking population education from family planning programmes had its own importance. Since the cause of population education was championed by the people working in the area of family planning, population education came to be treated synonymous with family planning or contraceptive education. Even the Ministry of Health and Family Planning to begin with thought that it was their exclusive concern and that they should have a final say in the matter of implementing this programme in the country. Gradually they are realizing that it is essentially a concern of the Ministry of Education and that it should be kept apart from the family planning movement. The Ministry of Education visualize population education in a broader context and from a wider perspective as an educational concern.

Future Directions of Population Education

Needs and Requirements

In India education being a State subject the ultimate responsibility of introduction and promotion of population education in schools rests with the States and Union Territories. However, the Government at the national level in general and Ministry of Education in particular has the overall responsibility of prompting and promoting educational reforms and innovations.

Although the NCERT and some universities have developed curriculum and materials and trained some administrators, teacher educators and teachers, a lot remains to be done to have the desired impact at the State levels. The following are some specific and immediate needs and requirements of India:

- i) Develop a national population education programme.
- ii) A survey of all the experiments/projects already underway in the country with the view to co-ordinate the efforts in the national programme.
- iii) Establish a full-time Directorate or Department of Population Education to provide leadership in the country for the national programme, and also to co-ordinate the efforts already available in the field and to direct and supervise the programme to be undertaken in all the provinces in India.
- iv) Establish full time Population Education Unit in the State Council of Educational Research and Training or in State Institute of Education.
- v) Develop systematic and comprehensive programme at the national and state levels in (a) awareness of administrators, educators and the community, (b) curriculum and materials, (c) training of different categories of personnel, and (d) research and evaluation.
- vi) Assistance to Universities for initiating and enriching population education programme.
- vii) The National Council of Educational Research and Training in collaboration with the National Staff College for Educational Planners and Administrators should undertake, with the help of Unesco, a programme for orienting key persons like educational planners, administrators and supervisors and others

in the States on a continuing basis. The purpose of these programmes would be to provide opportunities for exchange of inter-state experiences and co-operatively to develop new innovative action programme in population education, both at the national and the State levels and to seek active and continued support from the administrators in promoting population education programme at the national and state levels.

Conclusion

Population education programme is a programme of great urgency to the country and the greatest need is to formulate immediately on a top priority basis a well co-ordinated and comprehensive national programme of population education (1979-1983) which would provide for all aspects of the programme. It would be necessary to survey all the projects already in the field so that we can draw in on the expertise already available in the field. For formulating the country programme, it is suggested that a technical mission of Unesco Mobile Team in Population Education be sent during the current year (1978).

INDONESIA

Population Situation

Indonesia occupies most of the Malay Archipelago, stretching across the equator between Asia and Australia and separating the Pacific and Indian Ocean. The country has a land area of two million square kilometer consisting of more than 3,000 islands of which about 1,000 are inhabited. There are five big islands with large land masses - Jawa, Sumatera, Kalimantan, Sulawesi, and Irian Jaya which cover more than 80 per cent of the total land area. Generally, the archipelago has a tropical marine climate with high temperature, high humidity and a seasonal rainfall.

Indonesia is the fifth biggest country in the world in terms of the total population after the People's Republic of China, India, Union of Soviet Socialist Republics (USSR) and, the United States of America (USA). The total population by the latest census in 1971 was about 120 million and in mid-1978 the population was estimated at 137 million. The population of Indonesia is not only big at the macro level but also at the micro one. The average Indonesian family has four to five children. In the census held in 1961 the total population was about 97 million. The additional 40 million happened only in 17 years. If this trend of population growth continues, in the year 2000 the population of Indonesia would be 240 million. Projection studies estimated a population of 280 million (high projection - if the family planning programmes fail), and 220 million (low projection - if family planning programmes succeed during the implementation) by the year 2000.

This rapid population growth is usually caused by the decline in mortality rate vis-a-vis constant fertility rate. As in almost all developing countries mortality have decreased through the use of advanced technology and science, especially infant mortality and that which are caused by communicable and infectious diseases. To some extent, the development of technology and science have not been used yet to influence fertility rate. It was assumed that the reason behind the constant fertility rate was the nature of agricultural economy, where children are considered as assets. At their early age they have already been working in the field to cultivate the land or in raising and looking after the cattles.

Most of the Indonesian population live in rural areas and only a small number live in urban areas. The percentage is around 82 and 18 respectively. The population is still dependent upon the

agricultural products and that is the reason why most of the labour force live in the rural areas. The predominant agricultural economy provide farm employment for the people. Since the rapid population growth existed mostly in these areas, fragmentation in the land ownership cannot be avoided. The land-man ratio is becoming smaller and smaller every year. In Jawa (the most advanced island in agricultural and other fields) the ratio is now 0.124 ha. According to FAO, the ratio should be 0.5 ha, at least, in order to have enough products for the people to live moderately. As a consequence, high rural - urban migration rate exist. Urbanization has become a big problem in cities and towns in Indonesia.

The average education of the Indonesian people is grade five at the primary school. This level of education tends to produce unskilled and untrained labour force, who are working in the urban areas. Although the first and the second Five Year Plans have done much for the provision of employment, only about 800,000 employment can be provided vis-a-vis about 2,000,000 labour force added annually. Now there are about four to five million unemployed in the country.

The Basic Pattern of the National Development and the General Pattern of Long-Term Development have been decided by the People's Assembly. The main target of the development was stated as: "..... to create strong-hold for Indonesian people to grow and develop themselves with their own strength to reach a just and prosperous country based on Pancasila." As a means to achieve the goal, mobilization of resources should be accelerated so that all the people could enjoy the gift of God to the country. One of the factors which would determine the achievability of the goal mentioned above is the population phenomena, especially the rapid population growth. This factor is impinging on development as a whole.

The New Order Government considered the importance of population programmes (including family planning) starting from the first Five Year Plan (PELITA I) in 1969 and it is always regarded as a top priority in the development programmes.

Population Characteristics

The results of demographic researches and studies have shown some characteristics of the population in Indonesia. At least some have to be mentioned or restated here i.e. the total number of population, the rate of population growth, population distribution, population composition, population mobility, and the status of women in the community. Although some of these characteristics exist in most developing countries, with slight difference and variation, it needs to be mentioned again in order to gain a better insight into the population situation and problems faced by the Indonesian people.

Future Directions of Population Education

As was mentioned earlier, the total population in Indonesia in mid-1978 is around 137 million. The average family size is almost five. Hence, the country has not only a huge population but also big families. Projections were made in some demographic studies, especially at the beginning of the formal family planning programmes (accepted by the government as a national programme in 1970). All these studies came to a conclusion that at the beginning of the next century the population of Indonesia will exceed 200 million. This population situation would have implications for education, employment, living facilities, and so on. Planning for the new future should be made today so that the attainment of the stated goal would be realized.

The world population growth as mentioned in the World Population Data Sheet, 1977 is approximately 2.0 per cent (an average annual rate of natural increase). In the developed countries, it is about 1.0 per cent, much lower than the world population growth rate. Some countries have reached ZPG with a stable population pyramid. Generally speaking with a 2.0 per cent annual population growth, population will double in 35 years. The percentage of population growth in Indonesia is approximately 2.3 so that in about 29 years the total population will double. Rapid population growth is one of the biggest population problem in Indonesia.

Around 65 per cent of Indonesian population live in Jawa and Madura which constitute only about 6.6 per cent of the total land area. Variation in population density exists among the islands.

According to the latest studies Jawa, Madura and Bali have nearly 600 people per square kilometre, Sumatera (which is 3.5 times bigger than Jawa) has 38 people, Kalimantan (which is about 5.5 times bigger than Jawa) has only 9 people, Sulawesi (1.5 times compared with Jawa) has 37 people, and Irian Jaya (the biggest province in terms of area) has only 2 persons per square kilometre. With this kind of variation in population density, problems arise on how to provide manpower in one area and to provide employment in the others. Transmigration programmes are aimed at the re-distribution of population, especially from Jawa, Madura, and Bali to the other islands.

From the data collected in the 1971 census, it was observed that around 44.1 per cent of the population were in the non-productive age (0 - 14 years); 53.5 per cent between the age of 15 - 64 years, and 2.5 per cent are 65 years and over. These facts made the dependency ratio (number of persons of dependent age per 100 persons of working age) about 87. Sex distribution is about 50.6 per cent female and 49.4 per cent male, with an estimated 22 million women who are in the reproductive age, of which 16 million are living in Jawa.

The dependency ratio stated above is considered high. In the developed countries, the percentage distribution is about 25 per cent, 69 per cent, and 6 per cent respectively for the 0 - 14, 15 - 65, and 65 and over age groups.

As a consequence of the high dependency ratio, much of the budget are allocated to the consumptive sectors, which is not conducive to national development efforts.

The mobility of the Indonesian people, interpreted as rural-urban migration, is relatively high. In about 12 - 20 years the population of most of the cities and towns have doubled. However, if the term applies to different types of migrations, mobility is limited. This conclusion is derived from transmigration programmes during the last three decades.

Most of the Indonesian people, especially the people who live in Jawa, feel that there is a "magic relationship" between people and the land where they were born and they would also be buried there. No one can change the will of God. Superstitious beliefs and backwardness are among the factors affecting the low mobility of people in the villages. Transmigration programmes have not reached the target yet as planned in the PELITAS, not because of financial difficulties but mainly because of the reluctance of people to move.

From the legal point of view, as formally stated in the Indonesian Constitution, women have the same status and right as men in all respects. However, in practice, especially in the rural areas, the decision is always made by the man as the head of a family. Though the case is a family matter in family planning practices, the wives who are visited by family planning field workers and are being persuaded to participate in the programme, invariably state that the matter has to be discussed with, and decided by their husbands. In other words, the decision-making process, whether at the family level or at the community and village, lies mainly with men.

Review of Experiences and Status of Population Education

It is generally recognized by most countries that population situation or phenomena and characteristics influence the whole development programmes. That is the reason why the authorities draw population activities that are suitable to their needs in coping with the population problems encountered. Since the focus of all development programmes is aimed at the quality of life of the people, plans have to be drawn in order to realize the goal. Population situation, standard of living, resources, process of development, and socio-cultural-religious factors are among the aspects of quality of life both at the micro and macro levels.

Future Directions of Population Education

The government of Indonesia, in the light of national development goal that of achieving a prosperous and just society, has shown an increasing concern about the constraints imposed by rapid population growth on the improvement of the quality of life. This was observed especially after President Soeharto signed, together with other Heads of Government, the UN Population Declaration in 1967. The establishment of National Family Planning Institute signified a positive step on the part of the government in making population programmes a national effort. As a part of overall development programme the government launched a project known as "Population Project 300 IND". This is funded jointly by IBRD, UNFPA, and the Government of Indonesia. Population education is one of the major components of the project and is jointly run by BKKBN (= NFPCB, National Family Planning Co-ordinating Board) and the Department of Education and Culture. To implement the programme in the Department of Education and Culture, through a Ministerial Decree, the PNPB (= NPEP, National Population Education Project) was established in 1974.

Although population education, as a new component in educational system was started at the end of 1970, after the first population education seminar held by Unesco Bangkok, the real action only came after the commencement of Population Project 300 IND. In early 1970's the project had the limited objective of probing into various dimensions as a new innovation in the educational system, including both in in-school and out-of-school sectors. The general objectives as outlined in the plan of operation of the project were:

- i) To develop an understanding concerning factors causing rapid population growth and the close relationship between population growth and overall development programmes for improving the standard of living of the people.
- ii) To develop rational and responsible attitude towards population matters both at the micro and macro levels.
- iii) To develop an understanding and a positive attitude towards the country's population policies and programmes.

Major changes in the programme, as outlined in Population Project 300 IND, in the population education component was made in 1975 as a result of the issuance of a decree by the Minister of Education and Culture. The Department of Education and Culture was engaged for several years in developing a new curriculum for the total school system. It was ready at the end of 1975 and a policy decision was taken by the Minister of Education and Culture through the issuance of a Ministerial Decree No. 008-E/U/1975, which stipulated replacing gradually the old curricula of the schools with KURIKULUM 1975. This decree included a policy decision with regard to population education (Chapter IV, Article 7, No. 4) which states that: " population education should be integrated to all relevant field of studies and subject matters".

As a result of the policy two major operation were planned and implemented by the Department of Education and Culture, namely:

- i) To gradually (within the course of three years) introduce the new curriculum at all stages of school education starting from 1976.
- ii) To start a massive programme of up-grading of teachers to cope with the new curriculum

The Ministerial Decree provided a very good opportunity to make population education an integral part of the existing educational system. The project, therefore, needs to move in line with the proposed curriculum change. This means moving towards institutionalization of population education in the national educational system.

In the out-of-school sector (under the Directorate General of Out-of-School Education and Sports, Department of Education and Culture) some changes have been launched in line with a new concept of SKB aiming towards learning society. Population education became a part of the programmes for out-of-school education starting in 1976. Population education is likewise being institutionalized in all educational activities in the out-of-school programmes. In short, population education is being institutionalized in all educational programmes and this component becomes an integral part of all educational activities both in the in-school as well as in out-of-school programmes.

Trends and Emerging Needs in Population Education

Although education is highly centralized in Indonesia, it is not solely the responsibility of the Department of Education and Culture. Some other departments, especially the Department of Religious Affairs, are responsible for educational programmes, not to mention the other agencies and institutions (private and non-governmental) which are involved in one way or another in various educational activities. Hence, at present, 14 units (Department and agencies) are involved in the implementation of population education in the in-school as well as in the out-of-school sectors. They are still at the preliminary stage of the programmes and need help (technical backstopping from PNPk and financial assistance from BKKBN). Most of the materials that have been produced by PNPk are also used by these units with slight modification. Since this is a new area for these agencies, co-operation at the national, regional and international levels is needed in the implementation of the different aspects - curriculum and materials development, training and research and evaluation.

Future Directions of Population Education

Despite the introduction of population education in Indonesia way back in 1970, the programme still needs skilled and experienced personnel at the central office, as well as at the provincial and school levels. Specialist in curriculum development, teacher-education programme, research and evaluation specialists, writers and artists (to develop instructional and audio-visual materials) are among the human resources and expertise badly needed. At the current stage of institutionalization process, where various agencies are participating, the need for trained personnel has been felt. There are two possibilities, at least, to cope with the need for trained personnel:

- i) To strengthen the Regional Mobile Team that has been set up at the Unesco Regional Office to conduct various types of intensive courses (from 2 - 6 weeks) suitable to the nature and kind of population education in specific programme of the units (Department of Labour and Manpower, Agriculture, Social Affairs, Group of Moslem, Protestant, Catholic, Armed Forces, etc.). Likewise, other specialized agencies of the United Nations in the field of population activities could be involved.
- ii) Working with institutions of higher learning (universities or teachers training institutes) which could offer courses in population education. This could be arranged at the national or at the regional levels.
- iii) In exchanging experiences among population educationists (a. practitioners at the school level and administrators at the provincial level) the project has to design a communication media such as booklet, newsletter or occasional paper on specific topic in population education. Publishing newsletter monthly from the central office is a must at this stage of the institutionalization process.

The Unesco Regional Office should plan an important role in strengthening country programmes. Some efforts have been co-operatively conducted in the last two years with national projects in developing sample of learning unit and national source book. If this kind of activity can be conducted regularly, national projects would have the chance to adopt some materials from various countries to serve their needs in the fields of methodology, research and evaluation, techniques of selecting relevant content for specific programme, and so on.

Two kinds of materials (textual material, teacher's guide, and other curriculum materials) i.e. for Teachers Training Institute and for Vocational Education are still neglected in the Indonesian programme. For these two kind of institutions specialized agencies could work together with the project in producing quality materials.

Population education, as an educational programme, is still in a fluid stage that needs to be crystallized in its conceptual status. Surveys and researches in various disciplines or fields should be continued to collect data so that the interrelationship between population changes or phenomena and socio-economic, cultural, political aspect, and environment could be determined. With efficient distribution from the Regional Office, those findings will enable the project to modify contents or the methodologies of implementation.

Research and evaluation are components that need to be strengthened in the near future. Because of the fact that population education is still in its embryonic stage most of the programmes implementation depend much on what have been gained and accumulated in the other fields of education.

In Indonesia, priorities in research and evaluation that were sent by the project to various agencies (government and private) for financial support include:

- a) Research concerning characteristics of students and learning groups (in-school and out-of-school sectors), and teachers, in order to maximize the result of learning-teaching interaction. Study on learning processes was added and will be conducted in collaboration with the faculties of psychology and teachers training institutes.
- b) Research on population characteristics and students' perception of these characteristics at the macro (national, provincial) and micro (family) levels. The findings of this study will be used to update the content of textual materials.
- c) Research and evaluation concerning strategies in planning and implementing population education.
- d) Research on values of different ethnic groups, parent-child interaction and socialization process.

In order to acquire knowledge base from research and evaluation, international training of personnel is needed so that the skill in developing instruments of evaluation, analysis of data, utilization of findings, and so on could be disseminated to the member countries.

In conclusion, the Unesco Regional Office and the Population Education Programme Service (Population Education Mobile Team) should continuously work with the national programmes of the Member States in order to improve the whole range of population education programme planning, implementation and evaluation.

REPUBLIC OF KOREA

Population Situation

With a population of approximately 36 million, the Republic of Korea is one of the most densely populated country in the world, with 363 people per square kilometre.

Since 1960, a gradual decline in the growth rate has been observed. It fell to approximately 2.7 per cent per annum between 1960 and 1966 and to about 1.7 per cent between 1966 and 1976, resulting to a total population of nearly 36 million in 1976. The processes of industrialization, urbanization, and modernization coupled with a vigorous national family planning programme will undoubtedly continue to lower fertility in the foreseeable future. The target of the government is to reduce the annual rate of population growth to 1.6 per cent in 1978 and 1.58 per cent by 1980.

The population is typically young. In 1975, 38.3 per cent of the population was under 15 years of age, 58.2 per cent was in the age group 15-64, and 3.5 per cent was aged 65 and over. Although there was little difference in this percentage distribution 10 years earlier, the number of young children has been sharply declining. Currently the number of children under 5 years of age is considerably smaller than that of the age group 5-9 years, and expansion of elementary schools is no longer required.

Males slightly outnumber females, the overall sex ratio being 101.5 in 1976.

Korea has been known as a country of early and practically universal marriage. However, during recent years a rapid change has been taking place in the pattern of marriage. In 1955, 75 per cent of women aged 20-24 were married, while in 1975, only 37 per cent of women in that age group were married. For both males and females the mean age at marriage rose by three years during this time, the age for males reaching 27 years and for females 23 years by 1976. Still very few persons remain unmarried after age 30.

Educational opportunities were greatly improved after 1945 by making elementary education compulsory through grade six. School attendance among the children in the age group 6-11 years now exceeds 98 per cent. More than 80 per cent of middle school-age population (grade 7-9 or 12-14 years of age) are in school. Although the enrolment in grades 10-12 is also increasing, still only one-third of the children in the appropriate age bracket are going to high school. Approximately 7 per cent of college age population are receiving higher education. For persons aged 60 years and over, less than 20 per cent did not receive

any formal education as of 1975. Illiteracy problems are practically non-existent among adults below 50 years of age.

Review of Experiences and Status of Population Education

Development of population education in Korea as is the case in most developing countries, was expedited by the fact that fertility behaviour of the youth and adults are rooted in their value and attitudes towards population matters and simple family planning activities, mostly technically oriented, are insufficient to tackle the problem. Realizing the constraints imposed by rapid population growth on national development. The Korean government introduced a family planning project in 1962. While a significant measure of success has been achieved by the programmes, a comprehensive population education programme was necessary in order to achieve the nationwide acceptance of a small family norm. With the technical assistance of the Unesco Regional Office for Education in Asia, the Korean government proposed a project to be carried out under the direction of the Ministry of Education in order to promote population education on a nationwide scale, involving universities, teachers' colleges, provincial in-service training centres, secondary schools and elementary schools.

The project was formally launched in May 1974 upon UNFPA's approval. The four year project included curriculum and material development for elementary and secondary schools and for adult education, training of teachers and administrators, development of pilot population education programme for college students, and research activities.

The project was administered and co-ordinated by the Central Office for Population Education Programme (COPE) established within the Ministry of Education with the Vice Minister as chairman. Each project components was carried out under the subcontract with various research organizations, colleges and universities and provincial in-service training centres.

The major accomplishments under each component are described below.

Curriculum and Material Development

Curriculum and material development in population education have been subcontracted to the Korean Educational Development Institute for in-school programme and to the Korean Institute for Research in Behavioural Science for out-of-school programme.

In-School Programme. The purpose of curriculum and material development is to set forth the objectives, scope, and sequence of contents by subject matter and grade level and to develop relevant instructional materials for elementary, middle and high schools. As a starting point, a study was conducted to provide information on the extent and

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nature of population content in the current textbooks. On this basis the conceptual framework was developed, and its objectives and specific contents were laid out by grade level and by subject matter.

The subject matters related to population education originally chosen, were social studies, Korean history, mathematics, science (biology), physical education and home economics. The title and number of subjects differ according to the grade level.

The teachers guides and students learning guides were developed and field tested in actual classroom situations to ascertain their effectiveness and validity. Appropriate modifications were made after each try-out. The instructional and learning materials developed are as follows:

School Level	Grade	Subject
Elementary School	Fourth	Social Studies Arithmetic Practical Education
	Fifth	Korean History Social Studies Arithmetic Practical Education
	Sixth	Korean History Social Studies Arithmetic Natural Science Physical Education Practical Education
Middle School	Grades 7-9	Korean History and World History Social Studies Mathematics Physical Education Home Economics
High School	Grades 11-12	Korean History and World History Politics and Economics Korean Geography Mathematics Biology Physical Education Home Economics Society and Culture Human Geography

These materials were thoroughly reviewed by the curriculum co-ordinators in the Ministry of Education. Consequently, history and mathematics were dropped from the adaption plan. Thus the subjects finally chosen as population related courses (strategic subjects) are four areas, namely, social studies, physical education, science (biology) and home economics. The population education contents are being infused in these four strategic subjects either as a unit or infused in existing unit.

In addition, a resource material for population education consisting of seven volumes was developed to provide the knowledge base relating to population with specific reference to the implications of rapid population growth to all aspects of human life. The titles of the material are: (a) Population Analysis; (b) Population Growth and Social Development; (c) Study on the Developments of Resource Materials; (d) Population Change and Economic Growth; (e) Family Life and Material/Child Health; (f) Population Growth and Environment and (g) Human Reproduction.

These materials, including illustrations and charts, were designed to help the textbook writers, curriculum co-ordinators and teacher trainers in their new task of implementing population education programmes in schools.

Out-of-school Programme. Population education for out-of-school population has been dealt with under the family planning programme.

The information, education and communication activities in family planning were conducted as an integral part of family planning programme in Korea by the Planned Parenthood Association of Korea, Korean Institute of Family Planning and industrial organizations with little co-ordination with the Ministry of Education programmes until 1973.

The out-of-school programme in the Korean population education project started in 1974 was conceived as a supplementary programme to that conducted in the formal educational settings in order to ensure value consistency between children and parents. The basic objective of this programme was to develop in adults an attitude for a small family size.

The principles behind the programmes development were that the topics and contents of programme should have the relevancy to the immediate concerns of the target population and that they should be flexible enough to meet each group's needs in terms of education, sex and socio-economic status. The programme has developed a learning package to meet the needs of people in various sectors including employees in industries, armed forces, women's clubs, farmers and new village movement workers.

The programme consists of eight volumes of printed booklets, two sets of slides, seven audio-taped dramas, three audio taped documentary dramas, six printed cartoons, and two kinds of evaluation forms.

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The titles of the booklets included in the package are as follows:

- i) Population and the Future of Mankind
- ii) Population and Social Development
- iii) Children and Family Life
- iv) New Attitudes towards Children
- v) New Ways of Living
- vi) Sex and Life
- vii) Population and the Ecological Environment
- viii) The Nature of Population Problems
- ix) Planning for Tomorrow
- x) Guide for Contraceptive Users

These materials are widely utilized by the adult family education project sponsored by the Korean Family Planning Programmes.

Other Materials Developed. To ensure effective implementation of the project, the government budgeted funds for the development of films and slides in population education in 1977 for use in the high school and in 1978 for use in the middle school. Two films, one on "Population and Environment" the other on "Urbanization and Population" were produced. Copies were made available to each provincial education office for circulation in each high school. A set of slides consisting of 50 slides covering various aspects were distributed to each high school. Films and slides for middle school use are in the process of production by the Korean Educational Development Institute.

Training

The second component in the project is training of educators.

Educational innovation to be effective must be accompanied by the training of teachers, "no education can be better than the teacher". The training component of the project was designed to train the resource personnel, who would serve as teacher trainer first and conduct massive in-service training for teachers who would be teaching population related subject matters. Parallel with training of the teachers, orientation programme for the school administrators including supervisors, principals and vice principals were organized in order to create the school climate supportive of population education programme.

The training of resource personnel (150) was conducted during the earlier phase of the project and 2,000 administrators which is approximately 15 per cent of total number were trained by participating teacher training centres. Seminars for presidents of teacher training institutes for both primary teacher training colleges and secondary teacher training institutions were also conducted in 1976.

The original schemes of in-service teacher training programmes were modified according to the schedule of the government population education implementation plan giving priority to the training of secondary school teachers who will be teaching population education. The new implementation plan indicates that the high school population education programme will be implemented in 1978, the middle school in 1979 and primary schools in 1980.

Thus teacher training for all teachers in high school, teaching the four strategic subjects numbering 6,800 received short term training for 3 days during the vacation period in 1977. All high school principals excluding the principals who already received administrators training offered in 1976, were invited to the orientation programmes in 1977. Training programme for middle school teachers and principals will be conducted similarly during 1978.

In addition, the Ministry of Education issued an instruction to all in-service training institutes to include a minimum of 2 hours of population education, in every in-service training programmes conducted.

By participating in these various in-service training activities the administrators, and faculty members of teacher's colleges at every province have increased their local capacities and competencies to carry out training programmes without depending upon the resources in Seoul.

The training text and materials were developed by a group of experts under the auspices of the Central Office for Population Education Programme and made available to each training centre and provincial educational authorities.

Development of Demonstrative College Programme

The purpose of this component was to help pilot universities develop and try out population education curriculum for college students. Four leading universities of the country (namely Seoul National University, Yonsei University, Korea University and Ewha Women's University) were selected to undertake the programme under subcontract with the COPE, Ministry of Education.

Unlike the curriculum for schools, the Ministry of Education has little control over college and university curriculum. Each department of the university enjoys full autonomy as far as their curriculum is concerned. Four universities, therefore, has developed their own pattern in developing population education programmes for their students.

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Meetings to exchange ideas and share experiences among the participating universities were held under COPE's auspices during the project period.

It will be noted in the following description of activities carried out, that each institution has taken different approaches.

Seoul National University. The project was undertaken by the Institute for Population and Development at the College of Social Sciences of the University. They adopted the infusion approach. The syllabi for population education in eight disciplines for the major and general courses were developed. These are anthropology, Korean history, social works, home economics, sociology, demography, geography, ecology, genetics and biology. In accordance with the developed syllabi, lectures were given in two semesters - one semester in 1976 and the other in 1977.

Yonsei University. Yonsei University project was undertaken by the Dean of School of Education. The approach taken by Yonsei was to infuse population content in an existing course "School and Community", a two credit course required for the pre-service teacher training programme.

Action research was conducted to determine the effect of population education through a comparative study of the consciousness level of population problems between the experimental and control groups. The results showed significant variation of consciousness in favour of the experimental group. The topics included in the course were:

- i) The social functions of education
- ii) Population problems in Korea and the roles of education
- iii) The development of regional community and the roles of education
- iv) Education and values
- v) Population education and the collegiate values
- vi) Change in the family system and the roles of education
- vii) Family planning and the role of education
- viii) The practice of family planning
- ix) Population and family planning programme as a means for planned change of society
- x) The survey methods of community for planning population education for community schools

- xi) The role of school for the development of regional community

In addition, Yonsei University has conducted four open lectures for the students across the departments, and the titles were "population and the future", "male preference", "obstacles to family planning", and "population control policy of Korea".

Korea University. Korea University organized a special committee consisting of professors of several related disciplines including education, sociology, medicine, home economics, and so on, with the Dean of Academic Affairs serving as chairman. A syllabus has been developed and the inter-departmental course entitled "Population Growth and Future" was offered as a 3 credit selective general education course. The lecture series on population education were also offered for the student in the general studies division.

The content of the course offered to all undergraduate includes the following topics.

- i) Importance of the population problem
- ii) Population and society
- iii) Population and stratification
- iv) Population and psychology
- v) Education and population policy
- vi) Population and economics
- vii) Population and hygiene
- viii) Population and environment
- ix) Population explosion
- x) Population problem of Korea
- xi) Population and family planning
- xii) Solution of population problems

To enhance the awareness of population problems, a paper back entitled "Problems in population" was published and used as a general education text.

Ewha Women's University. Ewha Women's University also organized a committee for population education curriculum within the university under the chairmanship of the Director of Cultural Research Centre.

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The programme undertaken by Ewha Women's University is two faceted; extra-curricula activities and syllabus development. The former includes an operation of pilot programme designed to provide for actual participation of students in developing population education contents, slide presentation and discussion on population problems. The latter highlights a series of workshops to develop and evaluate population education programmes. The result was a formal adoption of population education as a three credit elective subject "Population and the Future" in the general study course, beginning with the second semester of 1975. The university was the first to institute a population education course as a formal credit subject.

The pilot university programme models are being disseminated to other universities through workshops and meeting of academic organizations and university staff.

Research Activities

Although there were researches in each component of the project, the Korean population project in the early stage of implementation included substantial input for research to collect data necessary for developing curriculum materials and teacher training programmes.

The first study entitled "Development stages in acquisition of population knowledge, attitudes and beliefs", provided the basis for sequencing curriculum content by school grade level. The second study on "Approaches to curriculum organization" has provided the basis for the conceptual scheme which was the foundation for instructional material development. "A survey of the elementary and secondary teacher's knowledge and attitudes in population problems" provided useful data for developing the in-service training programmes for teachers.

Other studies included in the basic research were "Studies on the impact of learning environment on population education" to define the relationship between the environmental variables and student attitudes towards population issues and "study on the attitudinal change" to define the effects of population education on the attitude change of students.

Plan for the Future

Population problem will remain as a serious barrier for development in Korea as there will be an expected sharp increase in population, in the next few years, as the children born after the Korean War baby boom period reach marital age. The family planning project, whatever format it takes, without educational programme designed for long term perspective will be incapable of solving the population problems.

Thus the Korean government has stressed its population policy in her fourth five year development plan starting 1977 through 1981.

The population education project funded by UNFPA will receive increasing attention from the Korean government.

As a part of the overall population policy, the Ministry of Education set forth the goal to implement population education at all levels. The ground work laid by the first phase of the project during the last four years will be fully disseminated to the Korean educational system.

Efforts for continuous development of college population education programmes initiated by four universities will be made as well as the effort for diffusion of the programme to other colleges and universities. In addition, with the experiences provided by in-service training programmes, 15 secondary teacher training colleges and 11 junior teachers colleges preparing primary school children are engaged in developing pre-service training programmes which were neglected in the first phase of the project.

To ensure effective implementation of population education curricula, audio-visual materials for secondary schools are being developed parallel with the in-service training programmes. Further modification of the curriculum will be needed to make the developed materials relevant to changing circumstances.

Since school leavers form a significant portion of the total population, particularly in rural remote areas, an out-of-school population education project has been planned. This project will start with training of one teacher from each of the 800 primary schools located in remote areas. The training of teachers will be conducted by the faculty members and community education supervisors in each province during the vacation period in 1978. These teachers will carry out their training programme at their respective schools upon completion of the training.

There will be additional activities like seminars and workshops by professional organizations to promote exchange of ideas on population education to broaden their perspectives for improvement in teaching and learning. Since population education has become an integral part of school curriculum and more and more number of institutions are involved, diversified opinions and approaches, some may be contradictory, will emerge as a big challenge to many educators.

Trends and Emerging Needs

With the adoption of population policy by the Korean government to reduce the population growth rate further, as population problems are perceived as important factor for the success of development efforts of the country, population education has been recognized as the best solution for changing attitudes and values of future parents. Whether population education will contribute to the solution of population problem by filling the shortcomings of family planning programmes or not, is too early to ascertain as population education emerged only in recent years.

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The following tasks are some examples that require further study by educators.

i) Further conceptualization of population education.

The concept of population education is so diversified in its objectives that it is still confusing.

What are the limitations of family planning? What roles should population education assume in the face of the limitations of family planning? Are they really in a mutually supplementary position, directed toward the same goal? Does population education hold better prospect for success than family planning?

ii) Approaches to curriculum organization and materials.

The four subject areas, social studies, science, physical education and home economics, were chosen for population studies in the elementary and secondary school curriculum. As to which is better, the unit approach or separate subject approach, or infusing to several subjects is not yet clear. Extra-curricula activity, or combination of these approaches may be a better alternative. The question of balancing content in each subject is also a problem.

Effort to validate the effectiveness of the present curriculum approaches must be continued and revisions must be made accordingly in order to make the programme effective.

iii) Teacher training and teaching method.

There is a gap between gaining simple understanding of knowledge or facts related to population problems and the behavioural changes caused by it. Population education if it is intended to bring value and attitudinal change, appropriate teaching method must be developed to achieve such goal. Although short term in-service training courses have been conducted to prepare teachers with teaching skills, such in-service training programme is insufficient to equip the teachers with the necessary competencies to deal with population issues more favourable toward national population policy. Reinforcement programmes should be developed to help these teachers, trainers and administrators. Population education content, by its nature, has to draw from the fund of knowledge from several disciplines.

Population education can be taught by one faculty member or by several members from different disciplines. Inter-disciplinary approach, however, with several faculty members teaching population education often leave the course

without a definite faculty member responsible for it. It is also expensive. There is a need for specialize training of faculty members in population education who may co-ordinate the courses, while at the same time availing of the expertise in other disciplines.

iv) Co-ordination with other population activities.

Effective co-ordination is essential for success of population activities but it is often difficult because of the interest of individuals or organizations involved. Co-ordination within education, formal and non-formal and co-ordination with other family planning IEC programmes, will be required for the out-of-school programmes. In dealing with the same audience different messages coming from various programmes may make the programme ineffective. There is a need to co-ordinate the in-school with out-of-school population education programmes in Korea to make school programmes consistent with family and community values.

v) Evaluation of population activities.

Although there were some evaluation included in the process of each activity, a plan for continuous evaluation must be developed in view of the long term effect of education, to determine the extent to which the objectives have been achieved. The Manual on Evaluation recently developed by the Regional Office for Education in Asia will serve as a useful guide for development of such plan.

vi) Exchange of information among policy makers and population educators within and abroad.

Despite diversities in perception and treatment of population issues among nations, there are always some things that one could learn from others. Population education, since it is relatively new, and so complicated, require sharing of information and expertise. Such exchange activities may include inter-country visits of personnel, exchange of literatures, films or slides and other materials.

MALAYSIA

Population Situation

Malaysia covers an area of about 130,000 square miles, occupying the Malay Peninsular and the State of Sabah and Sarawak in the north-western coastal area of Borneo Island. The two regions are separated by the South China Sea. Peninsular Malaysia covering 52,000 square miles has its frontiers with Thailand while Sabah and Sarawak covering about 78,000 square miles border the territory of Indonesian Kalimantan.

The population of Malaysia was 10,452,309 at the 1970 national census. A notable feature of the population is its multi-racial composition with its distinct cultural diversity.

The average population growth rate is 2.7 per cent and so the population had grown by almost two million to 12,394,301 by 1975 (Ref. to Table A).

TABLE A: AREA, POPULATION AND DENSITY

Region	Area in square miles	Population			Density per square mile		
		1957	1970	1975	1957	1970	1975
Pen. Malaysia	50,840	6,278,763	8,819,928	10,528,621	124	180	207
Sabah	29,390	-	654,943	747,049	-	22	25
Sarawak	48,250	-	977,438	1,118,631	-	20	23
Malaysia	128,480	-	10,452,309	12,394,301	-	84	98

The population density in 1975 was 98 persons per square mile. However, certain regions are more densely populated than others as Table A indicates.

The age structure of the population indicates the extreme youthfulness of the population. About 45 per cent of the population of Malaysia are below 15. The population of the working age-group is about

52 per cent. There has been a rise in the youth dependency ratio. In Peninsular Malaysia, the ratio rose from 82.1 per cent in 1957 to 85.3 per cent in 1970 and to 87 per cent in 1972 while in Sarawak and Sabah, this ratio rose from 83 per cent in 1960 to 91.5 per cent in 1970. This has been so in spite of the fact that the growth rate has been on a declining trend. This is because the growth rate is still high and could have repercussions on income distribution, employment, education and health services.

The government has therefore adopted the strategy of integrating population policies with the overall economic policies. Thus, the national family planning programme co-ordinated by the National Family Planning Board is an integral component in the government programmes for social and economic development. The Board is responsible for the promotion and spread of family planning knowledge and practices on the grounds of health of mothers and children and welfare of the family. The long range target set in 1966 was the reduction of the annual growth rate from 3 per cent to 2 per cent by 1985 and an increase in the per capita income from M\$ 969 to M\$ 1,500 by 1985.

As one of the prongs of attack on the population problem, population education programme for the Malaysian schools was set up as a component of a National Population Project. This project is under the direction of the Economic Planning Unit of the Prime Minister's Department. The other agencies involved in this project are the Ministry of Health, National Family Planning Board and the University of Malaya.

Review of Experiences and Status of Population Education

In-School Sector

The Population Education Project for Malaysian Schools was set up in the Curriculum Development Centre in 1973 by the Ministry of Education and is funded by UNFPA. The impetus for the project came from the Government's realization of the contribution which education on population matters could make towards the effort to uplift the quality of life of the people. At the same time, population education is essentially an educational programme and is in line with the overall plan of the Ministry to make the school curriculum more relevant to present day situations and needs.

The aims of introducing population education into the school curriculum are to enable the pupils to:

- i) Develop their understanding of the population situation in Malaysia and the world, at present and as projected for the future.
- ii) Develop their understanding of the environment and the ecosystem and the impact of man's activities in the system.

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- iii) Develop their understanding of the relationship between population growth and the Government's effort to enhance the quality of life of the people.
- iv) Enable them to make rational and responsible decisions on population issues which will enable them, as individual and as a part of their society, to respond in a positive way and contribute to the overall Government's aim to improve the quality of life of the people.

The main subjects selected for the introduction of population education are civics, history, geography, science and health education in the primary and secondary schools and home science in secondary schools only. However, besides these selected subjects, it has been found possible to introduce certain population concepts into modern mathematics and into language exercises.

The levels of the subjects selected for the introduction of population education are from Standard 4 (grade 4) in the primary to Form V (grade 11) in the secondary. Priority is given to Form II and below because at present, a large percentage of the pupils leave school after Form III (grade 9).

It was decided at the planning stage that population education was not to be introduced as a new subject. The strategy of infusion and integration was to be adopted. The existing syllabi were examined and it was found that they contained a number of topics which are directly or indirectly related to population. These topics would be highlighted and new approaches to teaching them be suggested which could draw out the relationships between the population concepts and the quality of life of the people. Several syllabi have been reviewed since the inception of the project and appropriate population concepts have been integrated.

This strategy of infusion/integration is new in curriculum development in Malaysia and the project staff have had to learn from trial and error. This strategy has been considered sound by Unesco and various Review Missions. However, the project has encountered several problems. One is, of course, that a syllabus is not revised overnight. Drawing up a new syllabus takes time. It may take between two to five years before a new syllabus is ready. Integration of population concepts therefore, is a long and laborious task where a moment of slackness may be costly in terms of what population concepts goes in or is dropped. Second, there is no fixed time table for the revision of the syllabi so that Syllabus X, a new syllabus is in school, Syllabus Y is undergoing change while Syllabus Z is not to be changed yet. This has created problems of teacher orientation and of co-ordination. The project has to ride on on-going teacher in-service training programmes or miss an opportunity to introduce the teachers to the concepts integrated into the syllabus concerned.

A third problem which has arisen is the question of identity. If population concepts are integrated into a syllabus such as Geography, it is an integral part of that discipline. What sort of impact would be created if a separate orientation programme is organized for teachers on population education and the teacher's attention is drawn to the concepts which have been integrated. Would these concepts acquire the reputation of being 'extras' and thus be neglected by the teachers hard-pressed for time to complete a syllabus for the examination?

A fourth problem is that the wealth of materials on population concepts creates anxiety that this volume of materials might result in an over-emphasis on population concepts to the denigration of the subject itself. The alternative might lead to the possibility of insufficient materials for the teachers and pupils.

The Project has had to adopt a low profile strategy but this has always presented a problem concerning the promotion of population education.

Out-of-School Sector

There are two major institutions, Federal Land Development Authority (FELDA) and the Institute of Agriculture, where population education has been introduced. There are several other agencies such as the Centre for Development and Continuing Education, University of Agriculture, and the Social Development Division of the Ministry of Agriculture which are involved to a certain extent in population education activities. FAO has played a very influential role in the introduction of population education in the out-of-school sector.

Federal Land Development Authority (FELDA). FELDA is a federal statutory body established in 1956 with two main objectives. One, the economic objective, is increasing the income level through the utilization of land for productive agricultural use. This is achieved through opening land schemes and resettling landless farmers. Each family is provided with a house and ten acres of land which has already been planted. The other objective, a social objective, is encouraging the settlers through their own efforts and resourcefulness to develop and form a viable, cohesive, and progressive community.

FELDA has also recognized the need to improve the 'quality of family life' of settlers as a part of its social development programme. It has, therefore, laid stress on provision of adequate housing, education, transportation, water supply, health services, sanitation, family planning, recreational as well as community and welfare services.

Recent studies showed that the family size of the FELDA land scheme is fairly large, about 48 per cent of the families had more than five (5) children. The FELDA authority has therefore, felt the need for a more broad based population education programme involving the settlers,

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their leaders and all Scheme staff. It is felt that only in this way can a general awareness of and interest in improving the quality of family life be created. Population education was introduced in 1977 as part of FELDA's training and field activities.

FELDA has defined population education as:

... a process of developing awareness and understanding of population issues. It is also a learning process to develop a rational attitude and behaviour towards those situations for the attainment of quality of life for the individual, family, community and nation as a whole. There are two basic characteristics in population education. One is to give the knowledge in order to be able to create the awareness and understanding and to have a right kind of attitude and behaviour. Secondly, its primary goal is to achieve the quality of life through spacing of family members, better health, economy and education. 1.

The objectives of the programme are to:

- i) Acquire knowledge of:
 - the problems of population situation
 - the changes in population pattern
 - the values, beliefs, practices of the society which influence fertility, mortality and migration beliefs.
 - the effects of rapid population growth
 - family planning methods.
- ii) Develop rational and responsible attitude and behaviour towards family size and towards other population characteristics.
- iii) Acquire skills in planning and decision-making to utilize them in programme related to population matters.

The population education curriculum covers the following major areas - population process, determinants of population growth, birth, death, and migration, consequences of rapid population growth and population programmes in Malaysia.

The target groups are the mid-level officers such as the managers of land schemes, Settler Development Officers and Assistant Settler Development Officers. During Phase II the target audience are Settlers Development Field Assistants and Trainee Settler Development Officers. During the third phase the target audience are the settlers themselves. FELDA had 40,000 families by the end of 1976. During the Third Malaysia Plan period, FELDA has a target of settling another 25,500 families. So far the programme has not reached the settlers yet but a pilot project will be conducted at one of the land scheme in the near future.

1. FELDA, Training Manual - Trial (unpublished)

FELDA staff responsible for population education has, indeed, a very great task of training, both pre-service and in-service training, of FELDA 5,000 staff members and of ultimately reaching over 40,000 families.

The problems encountered by FELDA staff in the introduction of population education are similar to those encountered in the in-school sector. They are short of personnel trained in population education, they lack time and manpower to develop their own materials and they do not have sufficient aids for teaching and promotion purposes. However, they do have a distinct advantage in its strong infrastructure for regular refresher courses and support from the top officers in the FELDA Authority.

Institute of Agriculture. The Ministry of Agriculture runs seven Institutes of Agriculture to train youths, both boys and girls, who have completed Form III or grade 9 education, for work as agricultural technicians. These Institutes conduct three year courses, of which the first two years are spent at one of the six Institutes situated at different parts of Peninsular Malaysia. The third year is spent at the Institute of Agriculture at Serdang which is about 16 miles from Kuala Lumpur. During the third year, the students have to take certain compulsory supporting courses, one of which is population education.

The objectives of this course are to:

- i) Develop an awareness in the students to population issues and their implications to the quality of life.
- ii) Create an informed citizenry capable of making responsible decision with regard to population issues and population matters.
- iii) Train future agricultural technicians in their role of communicating family planning information to the rural community.
- iv) Instil the students to be able to take initiative towards population situations as future parents and agricultural technicians.

The syllabus covers the following major areas - Population Education - its meaning and objectives, the Population Problem, Fertility and Mortality, Population Policy and Programmes and Communicating Family Planning Information.

The problems which have been encountered by the lecturers are common ones. There is the lack of suitable materials and the personnels to develop their own materials. There is also the religious prejudices of some students. On top of all these, there is the problem of the lecturers having to teach population education without any training in population education themselves.

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Future Needs

The strategy of infusion and integration requires close collaboration between project staff and others involved in the work of the relevant, selected subjects. It was thought that it would help if others in the various units could be knowledgeable about population education and be committed. Thus when opportunity arose in 1977, one officer from the Geography Unit and one from the Science Unit were nominated for the Group Training Course organized by Unesco, Bangkok. This was helpful towards strengthening the cause of population education. Other key persons ought to be sent as well.

There is also a great need for in-depth training for staff in population education and related fields such as curriculum development and teacher in-service. Thus far, no one from the project has been sent for such in-depth training. This has been due mainly to the limited staff the project has had. So far, the project has had to function with staff trained at three to five weeks workshops. Considering the wide field covered by the concepts of population education and the knowledge and skills required for its implementation, the project staff had been working with a distinct disadvantage. This should be corrected at the earliest opportunity as the project staff has increased and stabilized and therefore some can be spared to be sent for post-graduate courses in population education. This training will not be wasted as when the project is over, these staff members will be absorbed into appropriate disciplinary areas and they can continue to act as key motivators for population education.

There is, on the whole, a lack of 'teaching aids' not only for the teaching of population education in school but also for the out-of-school sector. This is not to be confused with teachers' guides. The project has finally mass-produced a set of posters, on the theme 'Man and His Influence on the Environment'. It had been designed to cut across disciplinary borders and so far it has been proved to be useful for English, Civics and Science lessons. The very positive reception given by the teachers to the posters and the use they have put it to have been most encouraging to the project staff who will be embarking on two complementary sets of posters on the theme of 'How Man Pollutes His World' and 'How to Improve Your Environment'.

The lack of local i.e. Malaysian reference materials started the project on the trail of technical papers written by local university lecturers. These papers were to form the basis of a reference book for teachers and lecturers. The project has now decided to publish the papers which have been received as a Population Resources Series. These, the project hopes, will not only prove useful to teachers in school, lecturers in colleges and students but also to colleagues in the out-of-school sector.

The Project, after studying various models for teacher in-service training, had selected a self-learning modules (SLEM) as the most feasible way of reaching the teachers concerned. SLEM as a total training

programme will include aspects of population and education, such as orientation to Malaysian population situation and issues as they affect the individuals, their families and the nation, basic concepts and tools for understanding populations. SLEM is a new approach to teacher orientation and there is need to monitor the programme carefully and need to develop the modules in the most effective way of conveying the population education message.

Future Trends

It will not be wrong to say that one of the trends in the future will be towards closer co-operation between the in-school sector and the out-of-school sector. For though the target audience and certain content area may differ, essentially the desired population education message is the same and the problems encountered are similar. Therefore, it would be good if all parties involved could get together and work together.

In line with this should be a move to develop a communication programme which would de-sensitize the name of population education. To be effective this should be done on a national level and should include all parties involved in population such as the Economic Planning Unit, the National Family Planning Board, University of Malaya and institutions teaching population education. This programme would help to break the barrier of indifference and/or prejudices which all the projects have encountered. It should be geared towards promotion of awareness of population and its needs and development of collective responsibility towards national goals.

NEPAL

Population Situation

Trends in population play an important role in the socio-economic and political life of a country. Its growth affects the socio-economic life of the country leading to hunger, disease, and human suffering. Similar effects can be assumed when growth rates decline. So a balanced population growth, keeping pace with the country's economic growth is what the world needs to aspire.

But this is not the case in the world today. The growth rate of the population has become a major issue in the world in the last two centuries. In recent decades, the significance of this problem has been more enhanced. The population of the world has reached 4,000 million and it is also assumed that every second two babies are being born in the world. If this trend continues the population of the world will double in 35 years which may bring major problems to human life, if the economic growth of the world could not equal the pace of population growth.

Population pressure appears as a tremendous challenge to the world. Nepal, though a small land locked country, is also facing population explosion. The census of 1971 clearly indicates the rapid increase in population. In 1911 the population of Nepal was 5,639,000 but in 1971 the total population increased to 11,555,983. Within the last 60 years the population growth of Nepal has nearly doubled. The trend of population increment is shown on Table I, and the population projection in Nepal on Table II.

Table I - Analysis of the Population Statistics of Nepal

<u>Population size given by subsequent censuses</u>		
<u>Year</u>	<u>Population in thousand</u>	<u>Average annual growth rate</u>
1911	5,639	-
1920	5,574	0.1
1930	5,533	0.1
1941	6,284	1.2
1952/54	8,257	2.3
1961	9,413	1.6
1971	11,556	2.1

Table II - Population Projection for Nepal 1971-1986

Central Bureau of StatisticsPopulation

<u>Year</u>	<u>Total</u>
1971	11,555,983
1972	11,805,593
1973	12,060,594
1974	12,321,102
1975	12,587,230
1976	12,857,243
1977	13,136,237
1978	13,421,284
1979	13,712,517
1980	14,010,070
1981	14,314,980
1982	14,646,354
1983	14,985,404
1984	15,332,303
1985	15,687,232
1986	16,050,631

At present the growth rate is 2.1. If this growth rate continues the population will double within thirty-three years.

The land area of Nepal is 56,136 square miles (145,391 square kilometres) of which about 16 per cent is arid rocky area of the Himalayan ranges where human habitation and any kind of cultivation is not possible. In other parts, population distribution is largely determined by natural condition, i.e. climate, rainfall, temperature, topography, and cultivable land. Most parts of the country is full of hills, mountains, forests. The cultivable land is only 1,845,000 hectare, in other words only 14.67 per cent of the total land area.

Population Characteristics

The distribution of the population of Nepal is concomitant with physiographic variations of the country. The northern mountain region 6,000 feet and above is populated by Bhotes, Tibetans, Sherpas, Thakses, Kathbhoties and Rogpus speaking Mangolieds. The central region is inhabited by the Tibetan Bermese groups. These include Rais, Limbus, Khambas, Murims, Newars, Sunwars, and others. The Indo Aryan groups live in terai as well as in the Mahabharat regions. The Dhimal and Tharus of semi Mangolied origin dwell in the Himalayan low valleys. Bramhans, Kayasthas, Rajputs, and Muslims live in Terai and they speak either Maithali, Bhojpuri, or Avadhi according to the location.

Future Directions of Population Education

The main occupation of the people of the country is farming and cattle breeding. More than 90 per cent of the people are engaged in occupation related to land cultivation and they live in the villages. Owning a piece of land is very important. Among the cultivable land 66 per cent is in the terai whereas 60 per cent of the whole population live in the mountain area. So the people from the mountain area are migrating to the terai area, resulting in heavy population pressure in the terai. Besides the terai being an open area, people from India also easily immigrate. Thus the density of population in the terai is getting higher than that of the mountain areas. The density of population varies according to the geographic location ranging from 43 to 197 per square miles. The economic growth is increasing at 1.7 per cent per year. Whereas the population growth is 2.1 per cent. This has affected the per capita income of people, education, health services, etc. Population growth is due to the growth in the birth rate, migration from other countries, and to decrease in the death rate in the country. The death rate has decreased as a result of malaria eradication, smallpox eradication, and other health measures taken by the government.

Keeping in view the population growth of 2.1 per cent, the government has fixed the target to increase the economic output by 4.5 per cent in the current five year plan, but it could not increase more than 1.7 per cent per year. This is a serious setback in the economic growth of the country. If this continues for some years, serious starvation problem may arise in the country within a few years.

As this is a serious challenge to the country's future His Majesty's Government (HMG) is trying to tackle this problem from various angles. A Population Co-ordination Commission has been set up under the chairmanship of the Prime Minister. Other ministries and offices such as health, agriculture, education, and law ministry, labour, panchayat development centre and the Social Service Co-ordination Committee are also trying to cope with these problems.

REVIEW OF EXPERIENCES AND STATUS OF POPULATION EDUCATION

Generally it is assumed that population education means educating or acquainting people in sex education and teaching about family planning. Nepal is no exception to this. Teaching about birth control and family planning does not ensure improvement of the country's socio-economic condition. It is more psychological and educational concern.

The interrelationship between population-dynamics and socio-economic development is recognized. There is a need to teach our children, who are the future pillars of the country in the right moment about this relationship.

Keeping in view this idea, recently the Ministry of Education held curriculum and textbook conference to revise the curriculum and the textbook, which among other things recommended the introduction of population education, though not as a separate subject but integrated in language, social studies, science, health and through panchayat in the schools. The population content of the curricula and textbook are described below.

In social studies, population education has been introduced in the lower secondary class (grades 4-7). Among these concepts are "causes of rapid growth of population, poor food, diseases, unhealthy family living and shelter problems". Part of the solution to these problems are to bring changes in farming to increase production, explore other resources and share what we have.

In the health curriculum population components are in grades 8-10. It has contents such as nutrition, communicable diseases and family life in grade 8. In grade 9, contents like communicable diseases, family life, the human body, reproductive organs, community health problems and services are included. In grade 10, contents like pregnancy, family planning, reliable means of birth control, medical treatment and health services are included.

In geography population components are in grades 8-10. The population aspects included in grade 8 are topics like i) introduction to population, factors affecting population density and settlement. ii) regional geography of Asia which includes population size, distribution, and density. iii) regional geography of Nepal which includes population, central places and developmental activities. It has also units on population problem of Nepal with emphasis on population growth and measures for solving problems including family planning and migration. In the 10th grade units are i) regional geography of Europe, North America, South America indicating population size, distribution, and density of population. ii) regional geography of Nepal including central places and developmental activities.

In the panchayat curriculum (grades 8-10) there are units in economic aspects dealing with Nepalese economy and concepts of national per capita income and economic problems of Nepal. There are also contents dealing with social aspects of panchayat including civil code. In the 10th grade there are contents like National Education System Plan, achievements of Panchayat democracy in social economic and cultural fields.

In the home science curriculum (grades 8-10) there are contents like physical development of child, child care, child diseases and nutrition.

Other ministries such as Ministry of Law, Agriculture, Health, (Family Planning Section) and also Adult Education Section are dealing with out-of-school programme through radio, pamphlets, literacy programmes, etc.

Future Directions of Population Education

Problems and Issues

In a country like Nepal where traditionalism plays a major role in the public life direct contents on sex education is felt highly undesirable by parents. So there should be topics on population education only related to population problem. Besides this, before launching any new programme or new subject parents and teachers should be convinced. Policy makers and administrators should be oriented.

For the out-of-school programme some materials have been developed in the Ministry of Education, Agriculture, Health and Family Planning, and Panchayat. But this is not sufficient. We require guides for teachers, and field functionaries to help them understand the problems. Thus teacher guides for out-of-school sectors are a must for the future programmes.

Training of Personnel

With the growing importance of population education in the world, training of the personnel has become more and more necessary phenomena for those countries suffering from population growth, and also for those countries whose population is deteriorating. In both cases, the balance should be maintained between population trend and socio-economic condition of the world. Nepal is one of the countries which has recognized the importance of population education as one of the strategies to solve the problem of population growth. Population education concepts have been integrated at the college level in science, geography and health courses. There is a need to train the planners, administrators, curriculum framers, teachers, textbook writers, and socio-political workers through seminars and conferences and short term training courses.

Research and Evaluation

The population education programmes conducted by different ministries and associations, have included some research and evaluation activities. For example, during the process of evaluation of health education curriculum in some schools, conducted by the Curriculum Development Centre, the students of grade 10 were used as target for pre-test. The result of the pre-test revealed that sex education contents were unacceptable to the students. So that particular topic has to be changed from the health curriculum. However, it is thought that in the area of research and evaluation, concerning population education, more effective programme should be developed.

As population education programmes are being conducted by different ministries and sectors, a Population Co-ordination Commission has already been set up to co-ordinate in-school and out-of-school programme.

Population Education Information Network

The Population Co-ordination Commission is working as a co-ordinating agency to collect information of the work done by other ministries and sectors through its sub-committees.

Trends in Population Education

Nepal has already formulated population policy and making its future programmes to balance the population growth and socio-economic development. To meet this, the future programme will be as follows:

- i) Orientation seminars to administrators of various sectors.
- ii) Developing teacher education programme.
- iii) Preparing curriculum guides and other materials.
- iv) Co-ordination of in-school and out-of-school programmes.

Assessing Needs and Requirements in Population Education

Awareness and Orientation for Different Categories of Persons. Considering the rapid population growth of the country, Nepal has already adopted the family planning programme since 1965. Besides other measures to develop the quality life of the people, the country has adopted the plan and policy to meet the unemployment problem, expand cultivable land, undertake land conservation schemes, and make the people aware of the population growth and its subsequent consequences on the development of the country. The Ministry of Education has changed its curricula giving more stress on population education along with other changes. Recently a Population Co-ordination Commission has been established under the chairmanship of the Prime Minister, which has four sub-committees among which one is headed by the State Minister of Education. So there is awareness at the highest level and also at the level of the administrators. Recently (August 1978), the Institution of Law has conducted a seminar to adopt suitable law concerning population growth.

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Still, there are certain needs to make the programme more effective and adaptable. Firstly, all the programmes should be co-ordinated by the Co-ordination Commission. Secondly, develop national programme and conduct training to the teachers. Thirdly, other persons such as political workers, social workers and even villagers including parents should be oriented through pamphlets and seminars, etc.

Curriculum and Materials Development. Recently in 1978, curricula from grade 1 to 10 has been revised and the content of population education has been integrated in the curricula for health, geography, science, and panchayat. These are compulsory subjects for the pupils.

PAKISTAN

Population Situation

Pakistan, like other developing countries, is faced with the problem of rapid multiplication of population created by a sharp decline in mortality rates without a corresponding decrease in the fertility rates, which have traditionally been high in this part of the world. As a result of these divergent trends, the population of the area now comprising Pakistan, which was estimated at the turn of century (1901) at 16.6 million, doubled during the first half of the century (1901-1951); and from 33.8 million in 1951, in 21 years it almost doubled to 64.9 million mark in 1972 representing a four-fold increase since 1901. The population was estimated at 75.6 million on January 1, 1978. With the present 3 per cent annual rate of growth, unless effective measures are taken the population of the country will double itself and reach 147.3 million level in the next 23 years or by the year 2000.

Rapid growth of population widens the gap between available resources and the needs of an ever increasing population. It puts extra strain on resources and places additional demand on food, health, education, housing, transport and social services. The socio-economic implications of the present 3 per cent rate of population growth are alarming. It means a continued high dependency ratio, persistently low per capita income, lower savings and capital formation, inadequate educational facilities and employment opportunities and an ever increasing burden on public services such as health, housing, and transport. A large portion of GNP is thus consumed merely to maintain the existing level of living, leaving relatively a meagre amount of savings for investment purposes. Unless the country increases its capability for capital formation through savings, it is not possible to make any significant advancement in the economic and social fields.

Population Characteristics

The high level of fertility with declining mortality has resulted in an age structure which is heavily weighted in favour of the younger group. Nearly 45 per cent of the total population is below 15 years of age and this proportion is likely to increase further if the infant and child mortality declines. This high and increasing proportion of young population has tremendous implications for future development planning. The school and college age population (age 5-19) according to 1961 population census was

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38 per cent of total and is estimated to have high dependency ratio. The proportion of young entrants in labour force is also increasing, intensifying pressures on resources. Due to the decline in female mortality the sex composition of the population accounted for 46.2 per cent in 1951, 46.5 per cent in 1961 and 47 per cent in 1971 and was estimated to be 47.2 per cent in 1974-75.

The distribution of population by urban and rural place of residence has shown a gradual rise since 1901. In 1901, only 9.8 per cent of population was living in urban areas. This has increased to nearly 29 per cent in 1975. The percentage of urban population in 1951, 1961 and 1972 was 17.8, 22.5 and 25.5 per cent, respectively. The mere distribution of population between rural and urban areas is not indicative of the real process of urbanization. With improved transport and communication facilities and extension of education and health facilities there is an increased interaction of ideas and influences between the rural and urban areas.

Review of Experiences in Population Education

The above description of population situation and its characteristics indicate that the problem of growing population carries tremendous adverse effect on the development process of the country. The Government of Pakistan is fully aware of the situation, as the recent allocation of Rs. 210 million for the population programme indicates high priority being given to it by the public sector. Besides, various departments associated with the programme are making all kinds of efforts to control the population growth. The efforts include the multifaceted approach and use of all types of resources available to the State.

One of the major problems which is usually encountered by field personnel, is the attitude of the potential consumers in general. Recent surveys indicated that more than 80 per cent of the people have knowledge about the modern methods of contraception, but those who practise are less than 6 per cent. This KAP - gap is one of the serious problems which policy makers of the country have to deal with. Obviously behavioural change strategy are imperative for bridging this gap. One of the important strategy in this general area is the introduction of population education in institutionalized system as well as through non-formal efforts.

As in other developing countries, the experience of introducing population education in the school system is not very different. It begins with a great controversy among the advocates who supported the idea of introducing population education in the school system and those who were not in favour of the concept. The review reveals the efforts which were made in Pakistan for the introduction of population education in the school system including efforts outside the formal education sector.

In fact, some contents which have direct or indirect bearing were incorporated in the books in the early 60's. The contents, which were incorporated in the books, were mostly confined to social studies, economics and a few questions in mathematics, etc. In other words, the underlying idea of formalizing these efforts and providing the students guidance on population issues was kept in view.

The history of formal introduction of population education in the school system is not very old. In July 1973, the first seminar was held on the subject in Pakistan. More than 500 educationists participated. Most of them vehemently opposed the idea of introducing population education in school textbooks. However, a study conducted in 1971-72 by Dr. Mahmud Roshan of Population Division and presented at the same seminar, did make some dents in the attitude of the educationists. The initial breakthrough in the attitude of the educationists facilitated further action in terms of formulating 'Subject Committees' for different subjects to determine ways and means to introduce the concept of population in the school curriculum. The study titled: "Contents of Population Dynamics in Primary School Textbooks" sold the idea of introducing population education in the school system. The study mainly collected information on population dynamics as already existed in the elementary school textbooks and compiled them with interpretation of relevant population trends.

Subsequently, a 'Steering Committee' was formed to study the feasibility of incorporating population education in school textbooks. The steering committee, in the subsequent sessions decided and formulated small sub-committees, which were responsible for the development of textbooks for each subject.

In the steering committee as well as in each sub-committee, representation from the Population Division, was also made imperative. The role of these representatives was to help the sub-committee in formulating contents which could be included in the books. The existing textbooks, contain a good deal of information on population as compared to the ones which were available before the 70's. For example, a book on social studies includes a chapter and a picture described even the organizational structure and role of various functionaries working in the programme.

Besides, the development of books, a steering committee made strong recommendations for providing intensive orientation to the elementary and secondary school teachers so that they could appreciate the programme of population and impart them in a more effective manner to their students. These ventures started from the institutions which were primarily responsible for training of the teachers. A source book and a guide book for teachers were prepared and translated in the four major languages of Pakistan. These books are being provided to the teachers for their use.

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The other feature was also developed and is being expanded as a provision for non-formal population education. This type of education focuses on various types of community groups through the institutions listed below:

- i) MCH clinics
- ii) Adult literacy programme
- iii) Industrial centres run by the Social Welfare Department which are income generating
- iv) Lectures/demonstration pertaining to health and sanitation
- v) Establishment of kindergarten centres

Efforts have been made to explore possible avenues for non-formal population education programmes and several projects with the following types of audience are being carried out:

- i) Literacy classes for girls and women who could not go to school in their spare time
- ii) Orientation of community males influential in various segments of population
- iii) Providing population education to small community groups already existing such as mothers clubs, co-operatives, etc.
- iv) Population education is also being imparted to the workers from various institutions such as different government departments (Agriculture, Co-operative, Social Welfare, Police) and to the workers in major industries with the involvement of the employers and through the trade unions.

It might be of some interest if a brief description of the future dimension is also given.

Future Perspective of Population Education

Above discussions indicate that a setting has already been made for building up the future structure of population education. The structure would include co-ordinated efforts with other ministries especially Education. The future line of action, in addition to the steps as already mentioned would be:

- i) Establishment of a Population Education Cell in the Ministry of Education: It has been decided to have a cell of Population Division established in the Ministry of Education to work in close collaboration with the Ministry of Education for incorporation of population information at school and college levels. Besides, the cell would also seek ways and means of promoting the educational material for institutions, including the various teacher's training institutes. The same cell would serve the purpose of continuous review of the textbooks produced by the Ministry of Education and suggesting to the educational authorities for making necessary modifications.

The personnel working in this cell would be employees of Population Division working in collaboration with the National Bureau of Curriculum and Textbook. A periodic evaluation of this cell will be done in terms of the objectives laid down by the Population Division. If it is found that the cell could really function effectively then similar cells will be established in other nation-building departments such as Social Welfare, Agriculture, Rural Development, Co-operatives and so on.

- ii) Incorporation of Population Education Contents in College and University Texts: Some work has already been done at school level but work at the higher level has to be undertaken. This is the level where most of the people enter into marriageable age. If appropriate information is made available to them then it might be easier for them to internalize the concept of small family size. The above-mentioned cell will be assigned to take up this area on experimental basis with the authorities of the Ministry of Education. Efforts are also being made to incorporate population education in the syllabus of medical schools and colleges.
- iii) Teachers Orientation in Population Education: The main idea in this context is to arrange a 3-day orientation seminar for a group of 25 teachers each on population problems. The orientation will mostly concentrate around the necessity and need of population control especially related to the educational resources and their relative scarcity in the country.
- iv) Development of Curricula for Teacher's Training Institutes: Curriculum will be developed to train the required manpower in training schools. Relevant material from other languages will be translated into Urdu (the national language). Three months tutors' training courses will be conducted currently on

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training courses will be conducted currently on development and adaptation of curriculum materials in three major cities. One hundred and eight teachers would be trained. These teachers would subsequently train the other teachers in schools and/or training institutes.

Non-Formal Population Education

Various channels for dissemination of population education are being explored through the institutions concerned with functional or non-formal education. The Allama Iqbal Open University has an ambitious programme being conducted in the field of population education in collaboration with the World Education Service. The University has evolved curriculum on the subject and the functional education programme cover a wide spectrum in the field of population education.

The other possible avenues through the clinical guidance/counselling programmes are being explored. Yet another area of population education through non-formal education can be explored through the Adult Literacy Programme being conducted in the country.

The literacy rate among the female is lower as compared to male segment of the population. Identification of possible areas for non-formal education of the female is being explored. Efforts are being made to train the voluntary female workers in the communities who can serve as informal motivators after their training by the Family Welfare Visitors. Further, the female can also be approached at various Industrial Centres run by the Social Welfare Department.

In conclusion it could be said that the Government of Pakistan is fully aware about the problem of inadvertent growth of population. Besides other efforts, it is expected that the recent focus on the introduction of population education would go a long way in changing the behaviour of the people towards adopting a small family norm. As already pointed out the main problem is the infusion of change in behaviour as well as dissemination of population information.

PAPUA NEW GUINEA

Introduction

In Papua New Guinea there is no national population policy yet, but the need to have one is already felt.

Since 1975, the Government of Papua New Guinea decided that it is high time the country has to have a population policy. The Government also underlined the fact that in order to adopt a viable population policy, it would require substantially more empirical information on population than what was readily available. Therefore, in 1976 the Government initiated a fairly comprehensive programme of demographic research and this programme is designated as Population Research Programme (PRP) with the Minister for Environment and Conservation, Mr. Stephen Tago, the minister responsible for population matters.

Following the initiative taken by the Government, an inter-departmental working group was formed to develop the population policy. This group is known as the Population Policy Advisory Council, which drew its members and representatives from the Office of Environment and Conservation, National Planning Office, Department of Health, Bureau of Statistics, Department of Education, Office of Information and National Broadcasting Commission, Institute of Applied Social and Economic Research and the University of Papua New Guinea. In general, the responsibility of carrying out specialized demographic studies lies with the University of Papua New Guinea and the Institute of Applied Social and Economic Research. The various government departments involved in the PRP usually identify the nature of research that would be needed for formulating a population policy for the country.

The working party has completed the first draft of the population policy in June of this year and has distributed them to the various government departments, churches and other co-operating agencies for their comments, suggestions, criticisms, etc., before the final submission goes before the Papua New Guinea's National Executive Council (NEC) for their approval. From the NEC, it will be passed on to the National Parliament for their consideration before the population policy is distributed to the 18 provinces.

It is hopeful, that by the end of this year or early 1979 Papua New Guinea should have a national population policy.

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The Population Situation

There are three important things that people have to know about Papua New Guinea's population:

- i) The population is growing fast at a rate of 3 per cent per annum and is expected to double in 20 years. (This growth rate is one of the highest in the world).
- ii) The population is not evenly distributed throughout all the provinces. Some provinces are very crowded while others are thinly populated.
- iii) Many people are moving from their traditional home areas, looking for better opportunity for themselves or their families.

If one considers the fact that although the total land area of Papua New Guinea is 474,000 square kilometres, only about 20 per cent of the whole area is suitable for cultivation and only 1 per cent is prime agricultural land. The rest of the land is either too mountainous or too swampy or areas with very high rainfall or areas infested with malaria which can be used only, at best, for scattered gardening. Because of this rapid growth of population (3 per cent per annum), both the rural and urban sectors are greatly strained.

According to estimates, by 1997, the 1977 population of 2.8 million will have doubled to 5.6 million. The causes of the population rapid growth are many: i) infant mortality has lowered and is expected to go even lower; ii) modern health services and sanitation has lengthened the average life span of the people; iii) some traditional methods of family planning (like taboos on sexual intercourse for 2-3 years after the birth of a child, abortion and some infanticide) are no longer practised by many people, and iv) the number of families using modern methods of family planning (estimate of women in child bearing ages using family planning methods is only between 3 to 6 per cent).

The unequal distribution of Papua New Guinea population may be seen from the following analysis. In some provinces like the Southern Highlands, the Simbu and Enga provinces, there may be as many as 300 people per square kilometre of land; whereas in other provinces like the West Sepik and the Gulf provinces, population density may be as low as one person only per two square kilometres of land. Furthermore, 39 per cent of the population is located in the five highland provinces which occupy only 13.7 per cent of the total land area of Papua New Guinea. Another 29 per cent of the population is located in the four northern coastal provinces; 19 per cent in the five southern coastal provinces; and

13 per cent in the five island provinces.

Majority (80 per cent) of the Papua New Guinea population live in rural villages. The remainder (20 per cent) live in rural non-villages (mission stations, patrol posts, etc.) and in urban centres. Because people in rural villages are continuously migrating to urban centres, the latter's population is growing considerably faster, as much as 10 per cent per year in some area. Port Moresby (the Capital City of Papua New Guinea), for example, will double its population in only 8 years.

Population Characteristics

Papua New Guinea so far has carried out only two national population censuses. The first one was in 1966 and the second one was in 1971. The estimated population for the two censuses were 2.1 million and 2.4 million respectively. It was estimated that in 1977 Papua New Guinea's population was 2.8 million.

The annual growth rate of Papua New Guinea is 3 per cent and therefore, by 1978 the country would have 84,000 new people added. Bearing that in mind at the moment almost half of the population of Papua New Guinea is under 16 years of age (45.2 per cent).

It is also interesting to note that for every 1,000 people in the country, there would be 45 deaths and 16 births, thus the natural increase in 29 (i.e., the difference of births and deaths.)

In so far as migration is concern, it is mainly between provinces or rural to urban centres. Thus, the latter migration is much faster so in turn increase the population.

As indicated earlier in the paper, 80 per cent of Papua New Guinea's population is in rural area and only 20 per cent is in non-village areas and the urban area.

Review of Experiences and Status of Population Education

How Population Education was Introduced

Although Papua New Guinea has not yet have a population policy whereby the population education programme can be incorporated, steps have been taken to provide young people and adults with an awareness of the interrelationship between population change and development both in-school and out-of-school.

The work of designing population education in-school rests with the Curriculum Unit within the Ministry of Education. But for out-of-school, the work lies with the Ministry of Environment

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The work of designing population education in-school rests with the Curriculum Unit within the Ministry of Education. But for out-of-school, the work lies with the Ministry of Environment and Conservation, and Ministry of Health through its Family Planning Section where the IEC Unit is incorporated, the Office of Information and National Broadcasting Commission and National Planning Office.

In community schools, much attention is given to upper grade (i.e., grade 5 & 6) than the lower ones. Although some critics have stated that it would be better to introduce population education well in the early years, we do feel that since it was just this year (1978) it has been started, it would be best to try it out to grades 5 and 6 and see how students, the teachers, the parents of students and the community on the whole react towards population education at that level.

The first test of population education on grades 5 and 6 would probably begin in late September or early October this year. If trial test prove successful, then the lower grades would be considered.

In secondary schools, only very little population education is taught to females of grades 7 to 10 as part of their home economics. Furthermore, population education was also taught to both males and female children of grade 10 as part of their social science subject. Again in here emphasis is restricted to mostly females (only in grade 10 when proportion of males are included) of upper secondary. If proven successful, then the lower classes can be included.

At the tertiary level, very little or nothing at all in the way of population education is taught at Teachers Colleges. In the University of Papua New Guinea, the Demography Section of the Department of Geography is offering 5 courses to undergraduates. The courses are as follows:

- Introduction to Demography
- Demography Methods
- Advanced Demographic Methods
- Research in Demography, and
- Reading in Demography

The University also provides post-graduate studies especially Honours Degree in Demography. For Masters Degree, outside agencies like the UN, the Australian Aid Scheme, etc., provide scholarships/fellowships for people to study abroad. So far one student is studying for his Masters Degree in the Australian National University and the second person would probably be on his way to London School of Economics to also do his Masters Degree by August, 1978.

In Papua New Guinea more than 50 per cent of people are outside of school either as adults, school pushouts, or under school age, etc. As part of its Population Action Programme, the

Ministry of Environment and Conservation which is responsible for population related issues is actively involved in out-of-school population education programmes. The Ministry is trying to make the provincial and political leaders in each of the 18 provinces in Papua New Guinea aware of the relationship between development planning and population related programmes. Such development plannings like

- i) Health
- ii) Education
- iii) Housing
- iv) Creation of employment
- v) Migration (mostly rural to urban, etc.)

Besides the provincial and political leaders, the target audiences in each of the provinces include provincial government officials, field extension offices from (Health, Education, Office of Information and Department of Primary Industry), village leaders, influential businessmen and church leaders.

The Office of Environment and Conservation and National Planning Office has so far held two provincial workshops on population education. Furthermore, the IEC unit within the Family Planning Section of the Department of Health is playing its part in out-of-school population education programme by training the APO's on Family Planning and by distributing picture charts, posters, radio plays, comics, visits, leaflets, etc. The audiences are not only APO's but, women clubs, radio listening public, church and provincial leaders, students and political leaders.

Another agency that is involved in Population Action Programme is the Office of Information which has representative in the IEC. At the moment this Office is working on a film about population education and hopefully by next year it would be ready. They also provide leaflets, pamphlets and also set aside time whereby the officials from the Office of Environment or National Planning Office or Family Planning Section of Health Department could air their views to the general public on population education, development planning, family planning methods, etc. In doing so, more people can be contacted through the various means of communication, especially those in the out-of-school.

Problems and Issues in Launching and Implementing Population Education Programmes

One of the problems in implementing population education programme is due to the church attitude to sex education in schools

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that are run by mission agencies and also their Teachers Colleges. For example, with regard to family planning methods the Catholic Church especially does not offer or suggest other methods except the rhythm method which at times is unreliable. Such church attitudes like discussing woman and man's reproductive systems; the boy and girl relationship are just some of the things the church does not permit in their schools and colleges.

Another problem in Papua New Guinea at the moment is the setting up of provincial government and the transfer of powers from the national government to the provincial government. First of all setting up of provincial government is a costly thing and also the funds which are allocated to each provinces are very limited. So once it comes to rating of projects within the provinces, the position of population education programme may vary as well or be ignored totally.

There are also transfer of some powers from the national government to the provincial government, for example, education, health and tax collection which only rest with the provinces. Whatever they (the provincial government) do with their powers is their own business. That was one of the reasons why the provincial workshop on population education in the provinces are temporarily held back at least for the rest of this year.

Manpower is another problem. In Papua New Guinea, we do not yet have enough or many trained people in population education whose services can be used in implementing the various aspects of population education programmes for example APO's, the various field extension workers (Education, Health, Office of Information, Department of Primary Industry), teachers, etc.

How Those Problems and Issues were Resolved

First of all with regard to the church's attitude on sex education in schools and their Teachers Colleges, what the Office of Environment and Conservation and the National Planning Office is doing is to invite and involve the church leaders in provincial workshops, seminars, campaigns with emphasis on population education with the hope that it may help change the church's attitude. This sort of involvement incorporate population education programmes with the overall government development planning, which hopefully the church leaders may take in which can have some bearing on their attitude.

With regard to provincial government movements, at the moment nothing much can be said until they are well established. In the meantime the work of population education programme is co-ordinated by the Office of Environment and Conservation and the National Planning Office at the national level. The only contact at the moment in the provincial level is with the various field extension workers.

Papua New Guinea Government at this stage is trying to employ graduates from the university with some training in demography, research methods, statistics, economics, sociology and later attend workshops, seminars and short courses can broaden their understanding with regard to population education experience of other countries.

For APO's, field extension workers, teachers, etc. workshops, seminars and short refresher courses have been organized by the appropriate bodies. For example, with APO's the Family Planning Section of the Department of Health has organized a short refresher course. For the others, like field extension workers and teachers, unfortunately provincial workshops was held in two centres only but from 1979 more workshops on population education will be held in various provinces.

Future Trends of Population Education

In Papua New Guinea, as mentioned earlier, we do not yet have a population policy whereby the work of present or the future population education programmes can be clearly defined. At the moment, at least for the rest of this year, we are at the end of our preparation stage. And by next year 1979, our population programme would be operating at a reasonable pace.

Probably for the future population education programme in the in-school sector, the Curriculum Unit of the Ministry of Education at least for the community and secondary schools would try to incorporate population education within the existing subject areas not only in the upper grades, but for all grades in both schools.

It would also be wise to introduce population education in Teachers Colleges as well as the different departments of the University of Papua New Guinea, for example, in the various disciplines such as science, economics, sociology, education and so on.

PHILIPPINES

Introduction

The Philippines, like several developing countries in the world, has instituted a population programme within the framework of its development goals. This strategic measure stems from the widespread recognition of the interrelationships between population and development variables.

An overview of the demographic characteristics of the country provides a clear perspective of the government's concern with the population problem and how population education has assumed an important role in the population programme.

Demographic Characteristics of the Philippines

Population Size and Growth. In terms of population size, the Philippines ranks 16th largest in the world and 7th in Asia, contributing 1.1 per cent of the world's population of approximately 4 billion or 1.9 per cent of Asia's 2.28 billion people.

The population of the Philippines was reported at 42,070,660 in the 1975 census. The increase in population over the 1970 census figure of 36,684,486 represents an average annual growth rate of 2.78 per cent during the span of five years.

The country's population problem is not one of number or density but of growth. Since migration is inconsequential, population growth has been due to the surplus of births over deaths. The two components of natural increase - birth and death rates - have taken very different directions in the Philippines, that is the crude birth rate in 1974 was 26.3 while the crude death rate was estimated at 6.9 per one thousand population. Thus, the rapid growth in population has been brought about by sustained high fertility and declining mortality. Prospects of further mortality reduction on account of improved health services and medical care imply an even faster growth of the population in the near future.

However, it is interesting to note that the average annual inter-censal rate of the Philippines has declined from 3.01 per cent in 1970 to 2.78 in 1975. This change, nevertheless, did not alter the country's position as one of the fastest growing in Asia and the world over.

If the current rate of population growth of 2.78 per cent continues, then it is expected that in about 26 years, the population size of the Philippines would double that of the 1975 population.

Population Density and Distribution. The population density - the ratio of people to land - of the Philippines for 1975 is 140.2 persons per square kilometre. However, the Filipinos are unevenly distributed throughout the country. They tend to flock towards large urban centres owing to livelihood opportunities, good educational centres, availability of health facilities and other social and economic considerations.

The most densely populated region is the Metropolitan Manila with 7,646 persons per square kilometre which is more than fifty times the national average. In contrast, the Cagayan Valley region of the north has a population density of only 53 persons per square kilometre.

The Philippines as a whole, is still largely rural with 68.17 per cent of the population still dwelling in rural areas as revealed in the 1970 census. Only 31.83 per cent are urban dwellers most of whom are concentrated in Metropolitan Manila. However, the Philippines is now experiencing rapid urbanization as more and more people leave the countryside to seek more desirable opportunities in the cities.

Marital Age and Marital Status. The average Filipino woman bears an average of around six children by the time she reaches the end of her childbearing years (15-44 years) which suggests that most Filipinos belong to large families.

The rate at which Filipinos aged 10 and over marry increased by 31.5 per cent within a decade (1960-1970). Today, the average Filipino woman marries at 21 years. The desire for higher education and the woman's changing role in a modernized society are the two factors that cause the rise in the age at marriage of Filipino women.

Age and Sex Structure. All censuses of the Philippines starting from 1903 to 1960 recorded an excess of males over females. The 1970 census, however, showed a reversal (the females outnumbering the males). In 1975, 50.25 per cent were males and 49.75 per cent, females.

Since the Philippines has a high birth rate and a moderately low death rate, the number of children and adolescents relative to the total population is high. Nearly half (43.9 per cent) of all Filipinos are under 15 years of age. Hence, a little over one half of the population belong to the working ages of 15 to 65. Considering the percentage of the population which is of working

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age, the dependency ratio in 1970 was 94 dependents for every 100 persons of working age.

A high proportion of young persons suggests a high dependency ratio which is a deterrent in the development of the nation's economy. Furthermore, this poses a problem of creating more job opportunities in order to absorb the labour supply that would then be available.

Life Expectancy at Birth. The average Filipino lives longer than most of his African and Asian neighbours, but he rarely outlives an average inhabitant of a developed country.

While the Indian expects to live only 50 years on the average, the Filipino who dies at 58 has an edge of 8 years over his Indian counterpart. The Japanese and the American on the other hand, survive up to 72 and 71 years, respectively, which when compared to a Filipino, seems to deprive him of some 13 to 14 additional years of life.

Population Policy

Cognizant of the problems posed by the demographic situation, President Ferdinand E. Marcos signed in 1969, Executive Order No. 171 establishing the Commission on Population. The following year, Executive Order 233 created a new Commission to act on programme recommendations as they relate to socio-economic development. In 1971 Republic Act 6365 was enacted into a law known as the Population Act. The declaration of policy of the Act states: "The Congress of the Philippines hereby declares that for the purpose of furthering the national development, increasing the share of each Filipino in the fruits of economic progress and meeting the grave social and economic challenge of a high rate of population growth, a national programme of family planning which respects the religious beliefs of the individuals involved shall be undertaken."

In December 1972, President Marcos issued Presidential Decree 79 otherwise known as "The Revised Population Act of the Philippines." The Decree emphasized the importance of the population programme as an integral and vital part of social reform and economic development whose purpose is "to improve the quality of life of each Filipino" and thus, "to reach his full potential and to attain his individual dignity." In March 1973, the President issued Presidential Decree No. 166 amending Presidential Decree No. 79. This decree requires the participation of private organizations and individuals in the formulation and implementation of population planning policies.

Review of Experiences and Status of Population Education

In-School Population Education

Early Population Education Activities. An important objective of the Philippines' population programme as mandated in the Decree is "to make family planning a part of a broad educational programme." Thus Letter of Instruction No. 47 was issued directing the Ministry of Education and Culture MEC (then called Department of Education and Culture) to inform medical and allied schools to integrate family planning in their curricula.

Even before this directive was circulated, however, there had already been attempts made by private and public educational agencies to involve the schools in the population issue. Early in 1970 the first seminar on family planning in the university curricula was held sponsored jointly by the Ministry of Education, Family Planning Organization of the Philippines (FPOP) and the United States Agency for International Development (USAID). The participants who were presidents, vice-presidents, deans and heads of colleges and universities came up with resolutions among which was the integration of family planning in their respective college curricula.

A curriculum task force composed of members from varied disciplines was created by the FPOP. This group met and worked closely together for three years to produce Population Education: A Curriculum Guide for Higher Education and Selected Readings in Population.

The FPOP Curriculum Task Force may be considered as the first multi-disciplinary effort in higher education to engage in family planning and population education curriculum development.

The concept of population education was just then emerging in the educational scene. Three small projects in population education were started by different agencies. One was undertaken by the Bureau of Public Schools with assistance from the Colombo Plan Bureau and another by the Population Education Centre at the Philippines Women's University. Both projects undertook curriculum development and teacher training for the elementary and secondary levels but on a limited scale. A private institution, the Philippines Wesleyan College in Cabanatuan City which was running a family planning centre in its community outreach programme expanded its activities to include population education in the in-school curriculum.

Future Directions of Population Education

The Launching of the Department of Education, Population Education Programme. Realizing the advantages that can accrue from a concerted national effort in such a new field as population education, the Ministry of Education and Culture created an ad hoc committee to prepare a project proposal for the establishment of a comprehensive national population education programme. This project proposal was submitted to UNFPA for financial assistance and was subsequently approved in 1972. The Population Education Programme (PEP) of the now Ministry of Education and Culture was established in co-ordination with the Commission on Population and the National Economic and Development Authority financially assisted by UNFPA with Unesco as executing agency. It began operations in 1972.

Conditions which may be considered as highly contributory to the comparatively smooth implementation of the programme are the following:

- i) The organization of a new unit which was charged with the responsibility of planning and implementing the programme.
- ii) Placing the unit under the Office of the Minister of Education and Culture with the Minister acting concurrently as Project Director.

Existing as a separate unit, it could concentrate all its efforts in the planning and management of the programme. Continuity could be more or less assured, whereas, if the project were only part time concern of a special committee or group, the members might not be able to devote full attention to the project activities. The hazard of such a separate set up in which it could become an isolated "ivory tower programme" planned by a few individuals was counterbalanced by the fact that the staff that manned the programme came from different educational agencies and institutions as well as those engaged in population programmes. Moreover, it was assisted by a consultative body, the Population Education Council, which is composed of heads or representatives of 14 agencies of both educational and population interests.

The assumption of the Minister of Education as Project Director augured well for the programme. The highly centralized structure of the MEC at the start with the Minister as titular head worked favourably toward the easy and fast implementation of the programme. Needed personnel were pulled out from the different offices and agencies under the Ministry and were detailed at the PEP. Directives and memoranda were disseminated immediately thus activities could be carried out with co-operation from the field.

Generally, in introducing a new programme, planners have to contend with problems of adequacy of logistical support, availability of personnel with the needed background and training, and support from the corresponding authorities.

Endowed with financial assistance from UNFPA, PEP was able to work out a plan that would meet all programme needs. A very important feature of the PEP is its capacity to put up three essential components in its set up: research, curriculum development and training. In some population education programmes and, for that matter, other educational programmes, financial constraints prevented the co-existence of such interrelated elements in one entity.

The PEP is probably a little more advantaged than some programmes in the Asian Region in terms of securing the services of trained personnel in the planning of their programmes. When the PEP was organized, the small projects under the Bureau of Public Schools and the Population Education Centre of the Philippine Women's University were phased out to give way to the comprehensive national programme. The personnel in these projects, together with other personnel who were handpicked by the Minister for their capabilities demonstrated in other projects carried out by the Ministry, formed the staff of the PEP. To prepare the staff for the task on hand, the Ministry in co-ordination with the Commission on Population conducted a six-week intensive seminar-workshop for them.

A continuous staff development programme for the members started with the sending of several of the senior staff officers to the Population Education Workshop for Programme Development Specialists at the East-West Centre in 1972. Subsequently other personnel have been sent on either long term or short term fellowships.

The problem of support for the programme from the corresponding authorities and all bodies whose co-operation is needed for effective implementation was not a constraint to the planners. As mentioned earlier, with the Minister of Education and Culture as Project Director, the programme acquires national significance. Again, the fact that the government has a population policy makes population education relevant to national development goals and is therefore an essential programme requiring support. Moreover, with the declaration of Martial Law, it became imperative that the educational system institute curricular reforms to include new thrusts of the New Society of which population education is one.

The necessity for co-ordination and linkages with other agencies was recognized by the planners of the programme from the very beginning. The Programme availed itself of the consultative services not only of the Population Council but outside experts and consultants from different disciplines and agencies.

Future Directions of Population Education

Planning the Population Education Programme

Population Education Defined. Since population education is a relatively new area of educational emphasis, it was essential at the outset to formulate a definition of population education which could serve as the basis for a conceptual framework.

We have defined population education as "the process of developing awareness and understanding of population situations as well as rational attitudes and behaviour towards those situations for the attainment of quality life for the individual, the family, the community, the nation and the world."

The clue to the philosophy of population education as conceived by the PEP lies in the phrase quality life. The concept of quality life connotes a kind or state of life which is characterized by adequacy and enjoyment of the basic needs of individuals and societies. It pre-supposes that it is not only material and physical well-being that guarantees quality life, but without first meeting the basic human needs such as food, shelter, and clothing, peace of mind and harmony in the family or community will be elusive.

Population education delves into the interrelationships between population growth and food and nutrition, housing, health, education, environment and income. We want our young people to develop a sense of the personal meaning of population change by understanding that a small family size can contribute to the quality of living of the individual family and that socio-economic development balanced by a moderate growth rate can facilitate the development of a higher quality of life for the nation.

Formulation of Objectives. The main goals of population education in general as implied by the definition are development of knowledge and understanding of population matters as well as rational attitudes and behaviour toward the implications of population growth on the personal and national welfare.

Four general objectives were formulated to provide an orientation to the main concerns of the programme.

Through the implementation of population education in the educational system, it is expected that the pupils and students will be assisted:

- i) To acquire knowledge of
 - a) the method of measuring and projecting population situations;
 - b) the fertility, mortality and migration behaviour of people over time and space;

- c) the values, beliefs, and practices of society which influence fertility, mortality and migration behaviour;
 - d) the effects of rapid population growth on economic development, food production, health education and other government services, the physical environment and natural resources, political power, sociological psychological aspects of people's lives; and
 - e) human and non-human reproductive processes.
- ii) To develop rational and responsible attitudes and behaviour towards family size and other population matters;
 - iii) To acquire skills in planning and decision making and to utilize them in planning and decision making on population matters now and later in life; and
 - iv) To improve the ability to learn by participating in classroom activities which employ a variety of teaching strategies - with emphasis on the discovery approach and less emphasis on lecture.

Certain factors played an important part in the determination of the above general objectives. The first consideration was conformity to our national development goals. The government subscribes to the idea that the national population policy and programme should be developed as an organic part of the social and economic planning and development activity. Our population education objectives serve the national development goals and policy expressed specifically in the Revised Population Act which declares the need "to promote a broad understanding of the adverse effect on family life and national welfare of unlimited population growth."

Relevance to national educational goals was another important consideration. The population objectives contributes to one of the main aims of education, which is to develop Filipino citizens who possess knowledge, skills and attitudes to respond positively to desirable changes in the social and economic processes that are brought about by population pressure and technological change.

The needs of society are equally taken care of by the objectives of our population programme. The pressures of rapid population growth on the different aspects of life are becoming more and more felt everyday. New problems are emerging which are directly or indirectly the outgrowth of the increasing number of people not only in our country but in the world.

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The objectives should naturally reflect the concept of population education as given in the working definition and should somehow have a certain degree of conformity with objectives of population education as conceived by the experts and authorities in this field. While we felt that we should be free in setting down our own objectives, nonetheless, we also recognized that objectives set by other scholars could provide leads. It will be observed that the first two objectives that PEP has set are purposes generally tenable in most population education programmes. The third objective stresses the importance of skills in planning and decision making connected to such events as age at marriage, when to start a family and family size.

The fourth objective puts emphasis on the use of strategies that will be helpful in developing skills in learning and habits of critical thinking.

Determining the Content. Since the knowledge base of population education is not clearly circumscribed as in established disciplines, the PEP picked out five major topics which could serve as the centre of interest around which other ideas were organized. Three major elements common to all existing population education programmes were adopted to provide the curriculum content. These are demography, determinants of population growth and consequences of population growth.

Planning for the Future. A major concern of population education is changing the fertility behaviour of the youth and helping them plan.

In mathematics, sample problems and exercises are prepared for their future enlightenment. In order to prepare them for this, they must have an understanding of the why and how of planning. Teaching-learning situations are provided that will help develop skills in planning, especially in matters related to family life.

Stress is placed upon value judgement, especially in deciding on the family size. The students are encouraged to consider their family size on the basis of a hierarchy of values in one's decisions, not only in terms of what is good for oneself but also in the light of what is good for the family, nation and world.

The group was aware that as in other Asian countries, the inclusion of human sexuality and the physiology of human reproduction may arouse some amount of controversy. However, it was felt by the planners that knowledge about these things are necessary for the understanding of human fertility. The topics related to human anatomy and reproduction are among the items included in the study conducted to determine the reactions of parents, teachers, and the students to controversial aspects of the content. The findings showed that an overwhelming number of parents and teachers support the idea of teaching these.

As was done in the determination of objectives, the choice of concepts and ideas was based on several considerations serving as filters. Since this area of study is inter-disciplinary, the content of social science and natural science were delved into for substantive concepts. Essentially of course, our own culture was considered for it has a strong influence on the value system of our people which, as it is, is rich in mores, customs, beliefs and practices that make our average families large.

The other factors that served as guides in the selection of content were the rationale and objectives of the programme, the cognitive and affective skills to be developed and the needs and nature of the learner.

Implementation of the Programme

Preparation of Curriculum Materials. The basic strategy used by the PEP in introducing population education in the formal curriculum is integration. Five subject areas were selected as entry points for population education: social studies, health, science, home economics and mathematics. Using the criterion of relevance as the most important influence, population concepts were distributed among the said subjects. To avoid meaningless overlapping, a matrix was prepared to ensure the judicious distribution of the concepts. The next step was to determine the content for each grade level of the respective subject areas. The important filter used this time was suitability to the maturity level and capabilities of the learners.

An analysis of the course guides of the five subject areas was then undertaken to determine which unit in each respective syllabus could best accommodate related population education concepts. A relevant block of population education material which is in the form of a sub-unit was subsequently developed to enrich the "mother unit", using specific objectives drawn from the broad objectives for particular grade levels and subject areas.

Undoubtedly the strategy employed in integrating population education in the existing curricula at certain points instead of teaching it as a single course has disadvantages. Organized as a new subject, it would have been fairly easy to plan a systematic sequence and continuity of concepts from grade to grade and to develop a coherent sweep from grade one to fourth year high school. By only integrating related population education matter in existing subject, the curriculum writers had to contend with several constraints in the preparation of instructional materials. They had to work within the conceptual framework of the "host" subject, the limited time available for the new content, and the unavailability of teaching guides for the corresponding area.

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Forty sub-units in population education to be infused in existing units in social studies, science, health, mathematics and home economics for the elementary and secondary levels have been developed together with a Background Information for Teachers (BIT). These materials were first tried out and revised several times on the basis of the findings and suggestions of different evaluators including a panel of experts for content validation. All these sub-units except those in science and mathematics have been translated into Filipino, the national language, to comply with the bilingual policy of the country. Two successive curriculum workshops were held involving Muslim participants from the elementary and secondary levels to revise the sub-units in order to make them relevant and suitable from the cultural and religious angles.

Materials prepared for pupils and students include reference books for elementary and high school already printed in Filipino. A set of self-learning units (SLU) designed for the intermediate level is now ready for printing. A compilation of Filipino proverbs, beliefs, practices and songs related to fertility has been produced for general reference.

For the tertiary level, a course syllabus was prepared for the teaching of population education as a 3-unit subject in the teacher education curriculum. Other materials developed are prototype guides for an integrated course in the arts and sciences and a list of concepts for integration in the social sciences and health subjects. To serve as general reference material for teachers and students in teacher training institutions is the Resource Book in Population Education for Teacher Education.

With the implementation of the Revised Secondary Curriculum in 1973 electives were included in the curriculum offering starting the second year high school. In line with this new curricula set up, the PEP has thought of making Population Education for Better Family Living as an additional elective for either the third year or fourth year high school. To provide the teachers with instructional materials in the teaching of this elective, the PEP developed a Teacher's Guide for this, which was tried out in selected schools and subsequently revised on the basis of the try-out results before it was finally duplicated and distributed to the secondary schools in the field.

Training. For the successful implementation of the programme, the teachers need special skills in integrating population education concepts. To provide the teachers the necessary competence to meet the new challenge, a massive teacher training programme was undertaken by the PEP from 1972 to 1977. On the national level, eleven five-week training courses were conducted for supervisors in teams of twos (called Supervisory Training Teams or STTs) to prepare them in conducting one-week training

courses for district supervisors, principals and teachers in their respective divisions. An essential step taken by the PEP to ensure some kind of quality control in its massive training programme for teachers was the development of a Training Manual for the One-week Training Programme. This Manual consists of lessons as well as guidelines for the use of STTs.

A similar five-week training course for college instructors was held during four summers for instructors in teacher colleges and those in the arts and sciences to prepare them to teach population education. Orientation seminars were also held for school superintendents as well as administrators of public and private colleges and universities to get their support for the programme.

After the mid-term programme review, a revised training scheme was evolved and adopted to accelerate the training of teachers. This scheme called for the training of teachers by middle level trainers at school level. As a consequence, trained supervisors and elementary and secondary school principals had to be given a 3-day re-orientation while the untrained supervisors, elementary and secondary principals and department heads attended a 5-day training programme in order to prepare them to become trainers. This revised scheme which was carried out at the school level following alternative arrangements to complete the five-day training course, was first piloted in several selected divisions before wide scale adoption.

To provide basic orientation in population education to the teaching staff of public and private teacher training colleges, the PEP staff conducted 3-day faculty seminars in collaboration with the Mobile Team of the Unesco Regional Office in Bangkok. A total of 138 faculty members from 54 teachers colleges attended the seminars held in five host institutions.

In the summer of 1977, the PEP set up two summer institutes for college instructors, one at the Philippine Normal College for participants in Luzon and another at the University of San Carlos in Cebu City. Courses in population education, demography, and social anthropology were offered to orient the instructors in population education and related concepts. Eighty-three college instructors participated in the two summer institutes representing fifty-one institutions.

Recently launched is the modular approach for teacher training in population education. As an alternative training scheme to meet the needs of teachers not reached by the massive training programme, twelve modules were prepared. These were tried out in five school divisions, utilizing three management schemes: (1) independent study, (2) modules monitored by a trained principal and (3) modules monitored by a trained supervisor. Results showed that any of the schemes could work well and that teachers learned from the modules.

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A series of two-day orientation seminars to train supervisors as module managers has been scheduled for all the thirteen regions from April to June of this year (1978).

In line with the integrated re-organization plan of the MEC which placed the school divisions under thirteen regional offices, the PEP has established four pilot regional centres to undertake activities in training, curriculum development and research. These regional centres for population education are based in their service areas at institutions of higher education, namely, the University of Northern Philippines in Ilocos Sur, Bicol University in Legaspi City, Leyte State College, Tacloban City; and West Visayas State College, Iloilo City.

Research. Several research studies were undertaken to gather baseline data essential for decision making. The study on the analysis of population content of current textbooks helped the curriculum writers in determining the subjects where population education concepts could be integrated. The study on the reaction of parents, teachers, laymen, and other segment of society towards certain "potentially controversial" population content and the study on the fertility behaviour of male and female teacher trainees on population education provided feedback in revising the sub-units in population education. The sub-units for the secondary level were eventually revised to become self-contained as a result of a survey made on the availability of teacher's guides in the five subject areas wherein population education is integrated.

Similarly, there were studies conducted which provided baseline data in the preparation of student's materials suited to their needs. Among these are studies of student's knowledge and attitudes on population matters and family size preferences of Filipino adolescents. Findings of these studies also served as basis for the revision and improvement of other curriculum materials.

In view of the dearth of available folk demography relevant to local needs, cultures, conditions, beliefs and practices, anthropological studies on how Filipino children develop concept of family size and population learning among Filipino youth were undertaken with some assistance from Ford Foundation.

With regards to population strategies, a number of school divisions, universities and research agencies undertook, under sub-contract, some research activities jointly with PEP. Modules on contemporary Filipino family life and population education for the tertiary level, utilizing the non-formal approach as an experimental campus project, were developed by the De La Salle University. To compare the effectiveness of the integrated approach with the mini-course approach in teaching population education concepts, a study was conducted by one school division which showed the advantage of the latter. An attempt was also made by another school

division to compare the performance of trained and untrained teachers in teaching population education in the elementary level. The results showed that the trained teachers were more resourceful and made teaching more effective than the untrained teachers. The Child Youth Research Centre conducted a study on value clarification in population education to explore the value clarification strategies used by teachers in teaching population education and how these are related to the personality traits of the teachers and/or affected by specific variables.

To help research supervisors develop added competence in doing research in population education and to evolve mechanisms or strategies for research utilization in collaboration with the Programme, the PEP and the Population Centre Foundation jointly sponsored a six-week summer institute in collaboration with the U.P. College of Education for 25 selected division research and evaluation supervisors. A noteworthy product of the institute is the research manual intended for use in the training institutes planned for the rest of the 120 research and evaluation supervisors of the country.

Realizing the need for greater attention to linking research with users of research results in solving practical problems in the field, the PEP collaborated with the PCF in holding a series of research utilization seminars. The project was phased in cycles, each cycle focusing on a given aspect of population education. The first cycle, which was attended key teachers or practitioners of population education centred on problems in curriculum development. They reacted to the seminar papers and formulated recommendations based on their own experiences.

The second cycle emphasized the training aspect of the population education programme. This conference was attended by school division superintendents, elementary and secondary school principals and STTs who looked into the implication of the research findings and teachers reactions during the first cycle. These administrators then formulated models and recommendations from the administrative point of view. The third cycle brought together PEP and MEC policy makers, college and university presidents and division research and evaluation supervisors of formulate plans of action for in-service and pre-service training programmes in population education.

Evaluation of curriculum materials and training programmes is a continuous activity of the programme. A national survey on the status of the 5-year population education programme is underway to provide future directions in implementing more effectively the programme.

Problems Met. The PEP experienced different kinds of problems in carrying out its various activities. One major problem had to do with meeting the training objectives. In the planning of

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the in-service training programme PEP set a definite target number of teachers to be trained within the five-year period of its experiences with assistance from UNFPA. Midway through the said period it became evident that the training programme was not proceeding fast enough to ensure coverage of 75 per cent of the elementary school teachers and 20 per cent of the secondary school teachers. The training scheme was therefore restructured in a mode that had greater multiplier effect. Later the modular approach was ushered in as another alternative scheme in training.

Another difficulty that the PEP has faced from the beginning is how to draw the teachers of private schools into the training programmes. Understandably enough, the substitution of teachers who should be attending the training programme would mean an additional expense on the part of the private school concerned. Unlike in the public schools where internal arrangements could easily be effected without extra cost, in the private schools additional load to teachers would entail additional cost for salaries. Moreover, parents of students in private schools are usually more demanding and more prone to protest against irregular school hours of their children. Naturally, private school heads are reluctant to release their teachers to attend seminars which would take them out of the classroom.

To promote more participation from the private school sector, the STTs of school divisions were encouraged to co-ordinate with the regional private schools superintendents who at that time were the chief administrators of private schools under the then existing Bureau of Private Schools. While this measure brought about favourable results, especially where good public relations exist between the administrators concerned, the involvement of private schools still leaves much to be desired. Hopefully, the modular approach in training teachers will eventually solve this problem.

The institutionalization of population education in the curriculum of teacher education created a need for qualified instructors in that area. A department memorandum was issued in 1976 authorizing institutions where there are college instructors trained in the PEP summer training programme to offer a three-unit elective course in population education. The PEP also granted scholarships in population education at University of the Philippines to two faculty members for each of its four regional training centres.

A common problem which is inevitably encountered in the production of materials is distribution of the printed products to the users. Feedback received from the field indicated that in some divisions the materials were not equitably distributed among the schools and, in other cases, these could not be delivered to some places due to lack of transportation facilities. The PEP tried to solve this problem by re-studying more carefully the distribution

scheme. More accurate data on teacher population of each division were secured to serve as basis for the distribution of teacher's guides. Attempts were also made to find ways and means of sending materials via other routes. This problem is further aggravated by the inadequacy of materials produced. The quantity of pupil references printed were so meagre that it is doubtful whether some schools were ever reached.

The PEP has also encountered problems related to human factors. In any undertaking, motivation and commitment play a very significant role in the actualizations of individuals. So is the case in the behaviour of some personnel trained in population education. It was observed that some trainers had not trained as many teachers as expected of them and that there were trained teachers who did not teach population education at all. This situation, the PEP assumed, must have arisen from the inadequate follow-up of the implementation of the programme on the part of PEP staff members themselves as well as of the immediate superiors of the field personnel.

Steps were taken to improve the situation. A series of two-day work conferences was held in 12 regions from November 1976 to January 1977. All school superintendents, and STTs from each school division were invited as participants. The objectives were to prepare a follow-up scheme for population education in the division and to discuss probable problems and their possible solutions in the implementation of the follow-up. With the action programmes drawn up by the administrators concerned, closer attention to the programme is somehow assured. Two other measures expected to improve the implementation of the programme is the assignment of a Population Education Co-ordinator in each Regional Office and the training of Division Research, Evaluation and Guidance Supervisors in population education.

A significant problem related to the use of the PEP sub-units was revealed by the survey on the availability of Bureau of Public Schools course guides in social studies, health, home economics, and mathematics in the elementary and secondary schools which was conducted by the PEP in selected divisions. The survey showed that a great number of teachers did not have the guides of the subject they were teaching. Since each sub-unit in population education is tied up to a corresponding "mother unit" in the subject guide, many teachers therefore would not know when to integrate the sub-unit. To solve this difficulty, the sub-units were revised in such a way that they could be taught independently of the guides in the five subject areas. The sub-units, for the high school especially - where the guides are more scarce, were made self-contained.

The Programme was greatly handicapped by lack of personnel when the government's integrated re-organization plan was put into effect in 1974. Several trained technical staff who were on detail

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in the project were pulled out to assume their new assignments. With the multitudinous activities going on simultaneously, the regular staff members were overworked. This was partly solved by part time detail of personnel from other offices and the hiring of full time local consultants. In cases where the capabilities of the staff were inadequate to cope with the work, this was sub-contracted to more competent agencies or individuals.

One problem which had caused a lot of apprehension to the PEP was the delay in the release of funds. Our UNFPA-assisted budget had to be coursed through several agencies, namely: the Commission on Population, the National Economic and Development Authority, the United Nations Fund for Population Activities in Manila, the United Nations Development Programme in Manila and the Unesco Office in Paris before it reached the UNFPA Headquarters in New York for final action. For obvious reasons, communication took a long time to be transmitted thus causing a corresponding delay in the action to be taken. Frequently, the local UNFPA representative had to cable Headquarters to help the PEP out of its financial dilemma.

As a natural course of events, other problems, administrative in nature, have cropped up now and then but these are not serious enough to affect the functioning of the PEP.

The MEC and MSSD Out-of-School Programmes in Population Education

Supportive of its national educational aims, the MEC has always engaged in non-formal education through literacy and adult education classes in the elementary and secondary schools. Before the integrated re-organization plan of the government took effect, there was an Adult and Community Education Division under the then Bureau of Elementary Education which was in charge of the educational programme for out-of-school youths being conducted by teacher community co-ordinators.

Historically speaking, it was the Adult and Community Education Division which initiated the first curriculum workshop in population education in 1970 with assistance from the Colombo Plan Bureau. This workshop which was attended by selected supervisors and administrators prepared curriculum guides in social studies, home economics, health and science which integrated population education concepts in these subjects.

A similar workshop was held the following year for adult and community education supervisors. The participants came up with materials on demography, family size, family planning, human sexuality and ecology and a Teacher's Manual on Population/Responsible Parenthood Education.

Since then population education, responsible parenthood and family planning have become part of the citizenship training provided adults and out-of-school youths alongside skills development and functional literacy. The newly established Office of Non-formal Education in the MEC now co-ordinates and supervises programmes, projects and activities of non-formal education for the out-of-school. Concerned mainly with the development and implementation of population education in the formal school system, the PEP has not actively engaged in non-formal education in population education. It has, however, tried to establish linkages with agencies involved in out-of-school programmes in population education by providing consultant services whenever requested. In 1974 the PEP sponsored the First National Multi-sectoral Seminar in Population Education which convened heads, directors, and chiefs of various disciplines and orientations.

The participation of the PEP in the Barangay High School Community Centre Project in the summer of 1977 involved the preparation of two kinds of reading materials containing population education concepts for the out-of-school. One material was designed for the low level literates and another one was for those with advanced reading ability.

To complement the in-school population education programme, the Bureau of Youth Welfare of the Ministry of Social Services and Development with assistance from the Commission on Population developed a primarily preventive and developmental programme known as Population Awareness and Sex Education (PASE). This consists of information, education and motivation activities on population dynamics, human growth and development, responsible parenthood, decision making and planning for a family. The programme was integrated into the Human Resource Development Programme of the Bureau of Youth Welfare (HRDP-BYW). The programmes are directed towards the development of out-of-school youth with responsible participants in nation building and this includes the organization of youth groups, youth clubs, and youth councils for economically productive projects and socio-cultural activities. Productive projects include training of out-of-school youth on the basic and rudimentary skills of carpentry, shellcraft, bamboocraft, woodwork, masonry and practical electricity. Tools and equipment are provided for use of the students. The Bureau of Youth Welfare provides funds to PASE for economic, agricultural activities and small scale home industries. Close collaboration with other agencies in the country with population is presently being maintained.

The implementation of PASE was at first on pilot basis for a period of six months and the significance and relevance of the programme to the national programme on population education and the need to bring to the most deprived sector of society the knowledge and awareness of their responsibility as future parents have

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prompted the Ministry of Social Services and Development to undertake its expansion on a nationwide scale.

The Status of Population Education and Future Directions

The PEP which is in charge of the implementation of the national population education programme is now in its sixth year of operation. Started as a project under the Office of the Minister it has now become a permanent unit in the organizational structure of the Ministry of Education and Culture. It has accomplished substantial work in terms of the number of school personnel trained, the quantity of curriculum and instructional materials prepared, and in the variety of researches and studies undertaken.

In pre-service education, many teacher training institutions have included population education as a required course, an elective or an integrated course in their curricula. The University of the Philippines is offering population studies as a major in the masteral level while the Philippine Normal College and the Central Luzon State Teachers College offer population education as a subject in the graduate level.

The vigorous implementation of the programme has auspiciously coincided with the massive production of new textbooks by the Curriculum Development Centres under the aegis of the Educational Project Implementing Task Force (EDPITAF) of the MEC. This was timely occurrence because it made possible the inclusion of population concepts in the content of the new textbooks in social studies, science, and to a certain extent, in communication arts in English and Filipino. Linkages are being maintained with the Curriculum Development Centres, especially with the Social Studies Centre, for this purpose. The staff expect to be involved more and more in consultancy activities on request by population-related organization.

Links with other Population Education Programmes in the Asian Region have further enriched the PEP's experiences. Several heads and staff members of different projects have visited the Programme. We have hosted delegations on study tours in the area of population education and have derived mutual benefits from the interactions with them. The PEP expects that Asian scholars and professionals will continue to come for training or for official visits in the course of their study trips.

The five-year assistance from UNFPA which should have been terminated in June 1977 has been extended. A one-year extension from February 1978 to January 31, 1979 has been approved to enable the Programme to continue some activities which were included in the work plan within the original budget.

However, while the Programme is proceeding relatively well, much remains to be done. A recent pilot training programme for secondary and post secondary vocational schools reveals the urgency of a special programme for them. A survey is necessary to determine the training needs of specific groups in vocational education. Similarly a survey on the kinds of materials needed could provide leads to the curriculum planners on what to prepare for these target groups.

While evaluation is a built-in component in the structure of the Programme, it was focused on the assessment of curriculum and training materials and methodologies. Efforts will be exerted towards evaluation of the impact of the programme on the ultimate target, the students.

With most of the school supervisors and administrators trained, it is now possible to include the training programme in population education into the public educational system's total training programme for administrators and teachers. Co-ordination with the staff development divisions of the MEC regional offices is indicated. Revision of the training manual should be undertaken to meet the new needs.

The revised elementary education programme with reduced number of subjects which is presently being experimented in all regions of the country is expected to be finally adopted next year. This has implications on the PEP materials. New teaching materials as well as pupil materials will have to be prepared to give with the revised elementary school programme.

A start has been made in meeting specific sub-cultural group needs by involving the Muslim teachers and administrators in the curriculum workshops for the elementary and secondary levels respectively. A series of curriculum workshops in the regional level is planned to adapt the materials to local requirements.

The PEP foresees a more vigorous involvement in the area of population education in non-formal education with the establishment of the Office of Non-formal Education under the MEC. Areas for research indicated are training needs of adults, psychology of learning among adults, and specific group needs in terms of materials.

The population programmes of the country are presently under study by the Special Committee to Review the Philippine Population Programme. The findings and recommendations of the Special Committee will undoubtedly have implications for all the projects involved in population activities including that of PEP.

THAILAND

Population Situation

Thailand is a tropical country in Southeast Asia, situated between 5° and 21° north latitude, and 97° and 106° east longitude, covering an area of about 514,000 square kilometres. It is surrounded by the Lao People's Democratic Republic and Democratic Kampuchea on the north and east, Malaysia and the Gulf of Thailand on the south and Burma on the west. The country is predominantly agricultural, with approximately 78 per cent of its economically active population 15 years of age and over engaged in agriculture, forestry, hunting and fishing. The country is divided into four geographic regions with distinct economic, social and demographic characteristics. The Central Region with an area of about 103,579 square kilometres is the most developed and densely settled area of Thailand. Its flat alluvial plains which are flooded annually by monsoon rains make the region one of the most fertile areas for rice cultivation. The capital city of Bangkok which is the centre of political, economic and social activities and the largest city of the country is located in this region.

Administratively the country is divided into 71 changwats (provinces), over 600 amphurs (districts), almost 6,000 tambons (communes) and over 60,000 mubans (villages). There are 118 municipal areas and one metropolitan area. The system of government is highly centralized.

Population Growth

Demographically speaking, Thailand is one of the fastest growing nations of the world. From the data presented in Table 1 below, it will be seen that Thailand's annual rate of population growth has accelerated over time. During the period between 1911 and 1929, the average annual rate of population growth was about 1.8 per cent. The growth rate increased to 2.3 per cent between 1929 and 1947 and was about 3.1 per cent during the period between 1947 and 1977. The overall annual rate of population growth is about 2.5 per cent between the first census and mid-1977. This has resulted in a population growth of 5.3 times over a period of slightly over 66 years. In other words, the population of Thailand has doubled in size every 28 years.

Table 1. Population size and rates of growth according to censuses of 1911-1970 and population projection: Thailand

Census date	Total population	Inter-censual increase in population	Exponential rate of growth (%)
1911, 1 April	8,266,408	na	1.3)
1919, 1 April	9,207,355	940,947	2.2) 1.8)
1929, 15 July	11,506,207	2,298,852	2.9))
1937, 23 May	14,464,105	2,957,898	1.9) 2.3) 2.5
1947, 23 May	17,442,689	2,978,584	3.2))
1960, 25 April	26,257,916	8,815,227	3.3) 3.1)
1970, 1 April	36,368,700 1.	10,110,784	2.7)
1977, 1 July	44,062,000 2.		

1. Based on revised estimates in Fred Arnold and Matana Phananimamai, Revised Estimates of the 1970 Population of Thailand. Research Paper No. 1 (Bangkok: National Statistical Office, July 1973).
2. Working Group on Population Projection (NSO, NESDB, IPS), Population for Thailand 1970-2010 (Bangkok: Institute of Population Studies, 1976).

Source: Fred Arnold, Robert D. Retherford and Anuree Wanglee, The demographic situation in Thailand. Papers of the East-West Centre, July 1977), except data for 1970 and 1977.

Decline in mortality contributed to the accelerated rate of population growth. The long term trends in crude birth and death rates indicated that while the crude birth rate over a period of 50 years between 1920 and 1970 had declined from about 48.8 per 1,000 population to about 39.4, the crude death rate during the same period had declined from about 31.3 per 1,000 population to about 8.8, representing a decline of about 72 per cent; see Table 2.

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Table 2. Estimated crude birth rates and crude death rates in selected years, 1920-1970

Year	Crude birth. rate	Crude death rate
1920	48.8	31.3
1925	50.9	25.8
1930	49.6	27.9
1935	45.5	26.7
1940	42.4	17.0
1945	36.8	24.0
1950	44.0	15.9
1955	45.2	12.9
1960	44.3	12.2
1965	41.2	9.9
1970	39.4	8.8

Source: Population of Thailand, ESCAP Country Monograph Series No. 3 (Bangkok: Economic and Social Commission for Asia and the Pacific, 1976).

A widening gap between the birth and death levels, has resulted in an accelerated rate of population growth. This led the Thai Government to declare a formal population policy in 1970 in support of voluntary family planning aimed at helping solve various problems related to a very high rate of population growth.

Review of Experiences and Status of Population Education

It was not until October 1971, however, that the government began to develop action plans in which population education programmes were closely integrated with the various family planning and health services. This important breakthrough came at a seminar organized jointly by the National Economic and Social Development Board (NESDB), the Population Council, the Ministries of Public Health and Education and representatives from governmental and private voluntary agencies involved in education, health and social services. Seminar participants explored ways on how population education programmes could be developed both as independent activities and as units integrated into existing educational curricula in-school and adult education programmes. The participants recommended that major attention should be directed

to the latter strategy and to revision of curricula and materials.

Following this seminar the Ministry of Education set up an ad hoc Population Education Committee which was delegated the responsibility for formulating policy, planning and organizing seminars and co-ordinating subsequent population education activities. In October 1972 this Committee organized its first seminar on population education with the purpose of orienting supervisors from the Departments of General Education, Teacher Training, Vocational Education, and Physical Education to issues related to population education. In response to the participants' recommendations, a second seminar was held several months later to develop programme plans.

In August 1973 the Committee organized a third seminar, for the participants in the earlier population education activities. To meet the participant's needs, this meeting focused on the following:

- i) Curricula and materials development and revisions;
- ii) Training strategies; and
- iii) Evaluation designs and techniques

In late 1974, the Ministry of Education issued an order making the Population Education Committee an official and recognized entity. Within the following month the responsibilities and membership of the Committee were announced. Established for a period of three years beginning on 24 January 1975, the Committee was charged with the following tasks:

- i) Establish the Ministry's population education policies and operational guidelines or principles;
- ii) Review population education plans developed by the Ministry's constituent units;
- iii) Co-ordinate and encourage population programmes; and
- iv) Undertake follow-up and evaluation studies.

The membership of the Committee consisted of directors-generals of departments, chiefs of selected divisions, population education specialists and representatives from the National Social and Economic Development Board, Department of Local Administration/Ministry of Interior, and the Family Planning Project/Ministry of Health. It had a 10-man secretariat funded initially by World Education and subsequently by the Rockefeller Foundation.

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During the next three years the Committee undertook a wide range of activities. In terms of policy-making their efforts covered both in-school and out-of-school programmes and culminated in a cabinet announcement in late 1975, which states:

The Government has established a policy to encourage the development and the implementation of population education in school and out-of-school programmes in order to develop a sense of responsibility and competent decision-making ability among citizens which will eventually lead to effective problem-solving behaviour and action.

The primary purpose of the policy is to help individuals to confront problems that emerge from the interrelationship among population size, quality of life and the amount and distribution of resources as they affect the life of the individual, his family, his community and nation.

At the same time, specialists working under the Committee's guidance developed detailed master plans for the school and out-of-school programmes. The school plan included the following objectives:

Long-range objectives. For Thai people to make critical and rational decisions and to take actions related to population matters based on a more complete understanding of their population situation. In order to accomplish this, it will be necessary to:

- i) institutionalize population education as an integral part of the regular educational programme, and
- ii) co-ordinate and link efforts related to population matters within the educational and outside the educational sphere in a constructively meaningful way.

Immediate objectives:

- i) To integrate population education content in the curriculum at all school levels.
- ii) To prepare appropriate curriculum guides and materials to assist the learning-teaching processes in population education.
- iii) To prepare supervisors, administrators, principals and vice-principals to support population education activities.

- iv) To ensure necessary changes in curriculum guides, reading materials, instructional aids, evaluation process to support population education activities.
- v) To alter pre-service teacher training programmes to ensure that all future teachers will be capable of teaching population education effectively.
- vi) To undertake evaluation and research to continually improve the quality of population education activities.

To achieve these objectives, a Population Education Unit was established in the Ministry's Department of Educational Techniques. The unit is responsible for preparing teachers guides and learning materials, training and advising teachers, and conducting formative evaluation studies designed to improve curriculum and training.

The plan also included provisions for the universities, and teacher training institutions to train education specialists, administrators, school supervisors and teachers in population education and to undertake required research work.

The out-of-school plan sought to involve more government and private, voluntary service agencies and personnel in population education efforts - such as to produce learning packages for use in such efforts develop mass media strategies and programmes. There is likewise a plan to conduct research and evaluation as a basis for programme development and improvement. Given the large number of government agencies and private associations capable of integrating population education activities into their services, there is a need to co-ordinate their efforts. This calls for the establishment of a separate committee for out-of-school population education activities and a permanent secretariat to implement the programmes.

Although the secretariat was never officially established as planned, the staff of the Adult Education conducted a series of seminars and survey activities in an attempt to identify various service groups undertaking out-of-school activities. These groups were motivated to include population education content in their activities, and to develop mechanism to co-ordinate their resources and activities.

In the area of curriculum and materials development, the Ministry's Population Education Committee accomplished the following activities:

- i) In conjunction with the Curriculum Development Centre, Department of Educational Techniques, it developed a

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population education curriculum for upper secondary school as a separate course, and it produced teachers' guidebook. These materials were distributed in 1976 to all upper secondary and vocational schools which have included population education in their programme offerings.

- ii) From October to December 1976, it set up an experimental population education unit to provide services in the rural areas of Ayuthaya province.
- iii) In the 1976 school year, it conducted an experimental programme in population education for students in grade 6 in conjunction with the Curriculum Development Centre.
- iv) In 1977 the Committee through the Adult Education Division and Mahidol University began to develop population education kits that contained a series of learning packages (materials and facilitator guides) for use in discussion sessions.

The Committee also organized and co-ordinated a number of short term, international training activities for high-level specialists and administrators sponsored by international groups such as Unesco, UNFPA, the East-West Centre, etc. Furthermore, it was directly responsible for the publication of a wide range of materials on population education. Among the more significant publications are:

- i) Two readers on population issues produced in collaboration with the Adult Education Division and the Secondary Education Division.
- ii) A text for teacher training college students in collaboration with the Teacher Training Department and with financial support from the Asia Foundation.
- iii) A monthly wall newspaper of population education in collaboration with the Adult Education Division.
- iv) A monthly newsletter on population education - 2,700 copies per issue distributed to secondary school and other interested groups.

Needs and Future Trends in Population Education

Although various government agencies, private associations and organizations have tried to organize the above-mentioned

activities, there are still many things that need to be done, such as the preparation of audio-visual aids, source books for teachers, journals and other printed materials that will be used for the co-ordination and training of operational personnel and teachers, refresher training for those who have already been trained and observation programmes for administrators and other people working on population education. Another aspect that needs to be emphasized is the carrying out of research relating to the effectiveness of teaching/learning processes in population education. Many students, teachers and members of the general public, who have heard about population education are extremely enthusiastic about these activities and are eager to co-operate. The enthusiasm of teachers makes them eager to search for more knowledge to enable them to teach population education. Although the Ministry of Education and some universities have jointly organized programmes to serve the above-mentioned needs, these programmes have not adequately met the needs of various personnel. The government budgets cannot meet all the crucial financial needs. Therefore, the Ministry of Education and universities have jointly developed a new project document seeking funding from UNFPA and other source of funds.

To implement the project, an extraordinary degree of co-operation and co-ordination among agencies in the Ministry of Education and with universities are urgently needed.

PART THREE

ANNEXES

LIST OF ANNEXES

- I. Agenda
- II. Annotated Agenda
- III. Schedule of Work
- IV. List of Participants
- V. Keynote Address by the Minister of Education and Culture,
Honorable Juan L. Manuel

Address by the Director, Unesco Regional Office for
Education in Asia and Oceania, Bangkok,
Mr. Raja Roy Singh

Welcome Address by the Executive Secretary, Unesco
National Commission of the Philippines,
Counsellor Pedro F. Abella

Closing Address by the UNFPA Co-ordinator in the
Philippines, Mr. Daniel Vanderportaele

Remarks by the Chairman of the Conference,
Mr. Rafael Primitivo B. de Guzman

Response on behalf of the Unesco Regional Office by
the Regional Adviser on Population Education
- VI. Accomplishment Report of the Mobile Team (1970-1978)
- VII. Minedaso Recommendation on Population Education

ANNEX I

AGENDA

1. Inaugural Session
2. Election of Officers of the Seminar
3. Review of Experiences in Population Education
4. Assessing Needs and Requirements in Population Education
5. Trends and Possible Directions of Population Education
6. Role of Regional and Sub-Regional Co-operation in Population Education
7. Consideration and Adoption of the Report

ANNEX II

ANNOTATED AGENDA

1. Inaugural Session

2. Election of Officers of the Seminar

The meeting will elect a Chairman, Vice-Chairman and two Rapporteurs. The Secretariat of the meeting will be provided by the Unesco Regional Office for Education in Asia and Oceania.

3. Review of Experiences in Population Education

The participants will present their country papers for discussion highlighting the following points:

- a) How was population education introduced in-school and out-of-school?
- b) Problems and issues in launching and implementing population education programmes.
- c) How were those problems and issues resolved?
- d) Present status and future trends of population education programmes both in the in-school and out-of-school sectors.

4. Assessing Needs and Requirements in Population Education

In the light of the review of experiences in population education, it is hoped that the basic needs of population education programmes in each country would emerge. These needs might be in the areas such as the following:

- a) Awareness and orientation for different categories of personnel.
- b) Curriculum and materials development.
- c) Training of personnel (teachers, trainers, curriculum writers, researchers, documentalists, field workers, administrators and supervisors).

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- d) Research and evaluation of population education programmes/activities.
- e) Coherence of in-school and out-of-school programme.
- f) Population education information network.

5. Trends and Possible Directions of Population Education

On the basis of the experiences in population education programmes and the assessment of needs in population education in different countries, trends and possible directions in population education will be identified to serve as a suggestive basis for developing programmes of action at the country level.

6. Role of Regional and Sub-Regional Co-operation in Population Education

In the light of the study and deliberations under Agenda items 3, 4 and 5, the Seminar will consider what action programmes should be taken at the regional and sub-regional levels to meet the basic needs of population education programmes at the national level and the ways in which Member States with population education programmes might co-operate in improving their population education programmes.

7. Consideration and Adoption of the Report

The discussions of the Seminar will be embodied in a report which will be considered under this agenda item.

ANNEX III

SCHEDULE OF WORK

Monday, 14 August	09.30 - 10.30	Inauguration
	11.00 - 12.00	Election of Officers Proposed Agenda and Schedule of Work
	14.00 - 16.30	Review of Experiences in Population Educa- tion
	16.30	Steering Committee Meeting
Tuesday, 15 August	08.30 - 12.00	Review of Experiences in Population Educa- tion
	14.00 - 16.30	Continued
	16.30	Steering Committee Meeting
Wednesday, 16 August	08.30 - 12.00	Assessing Needs and Requirements
	14.00 - 16.30	Continued
	16.30	Steering Committee Meeting
Thursday, 17 August	08.30 - 12.00	Assessing Needs and Requirements (continued)
	14.00 - 16.30	Trends and Possible Directions

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Friday, 18 August	08.30 - 12.00	Role of Regional and Sub-Regional Co-operation in Population Education
	14.00 - 16.30	Continued
	16.30	Steering Committee Meeting
Saturday, 19 August	08.30 - 12.00	Writing of the Report
	14.00 - 16.00	Visit to Commission on Population and the Population Centre Foundation
Sunday, 20 August		Field Trip
Monday, 21 August	08.30 - 11.00	Adoption of the Report
	11.00 - 12.00	Closing Programme

ANNEX IV

LIST OF PARTICIPANTS

AFGHANISTAN

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ANNEX V

KEYNOTE ADDRESS

by

H.E., Dr. JUAN L. MANUEL
Minister of Education
and Culture

at the Opening Ceremony on 14 August 1978

It is a great pleasure for me to extend a very warm welcome to you who have come to this Regional Consultative Seminar on Future Directions of Population Education. This gathering of key officials of national population education programmes and guests from international agencies concerned with population education and related fields augurs well for the future of population education.

Convened primarily to provide opportunities for exchange of inter-country experiences and to co-operatively develop innovative action programmes in population education at the national and regional levels in formal and non-formal sectors, this Seminar is not only significant but necessary.

The importance of this activity cannot be over-emphasized. While the Unesco Regional Office for Education in Asia has held consultative seminars on the different population education activities by categories, this conference encompasses all aspects of the population education programme. After more than seven years of population education in the educational scene, a review of happenings in this field is necessary to provide all those engaged in this educational programme - practitioners, administrators, decision-makers and policy-makers - a comprehensive view of the present status of population education so as to identify areas where development or further emphasis is needed. Such a survey will therefore provide basis for policies and action programmes for the countries involved as well as areas of concern for educators working in population education and related disciplines.

Since the early '70's considerable activities in population education have been undertaken in several countries in this Region. Experiencing the common problem of rapid population growth, many countries in Asia have instituted population education programmes as one means for intervention to mitigate the deleterious effects of population growth on the various aspects of life of the individual family and the nation.

In the very early stages of development, it will be remembered that population education was perceived primarily as means to strengthen the base for the acceptance of family planning. Understandably enough, the developing countries had just become aware of the population problem in the previous decade and were only then moving into action to slow down rapid population growth through family planning programmes. Lately, however the programme has come to be viewed from a broader perspective - that as an integral part of the over-all development plans as more countries instituted national population education programmes.

The role of the Unesco Regional Office for Education in Asia in the development of population education deserves mention. It sponsored the Regional Workshop on Population and Family Life Education in Bangkok in 1970 which was attended by participants of 13 countries and representatives of United Nations agencies as well as other international and regional organizations. It was the first regional effort to formulate a definition of population education and to study how elements of population and family life education could be incorporated in the curriculum of the elementary and secondary levels of education. It also undertook the preparation of sample instructional materials in population education for science, health and social studies.

This workshop had a considerable impact on the educational programmes of several countries in Asia. Policy-makers and educational planners who were then beginning to realize the need to involve the schools in the solution of the population problem saw the contribution that population education might make towards this end. Aside from India which began its programme in 1969, the Philippines began some population education activities in 1970. Sri Lanka, Indonesia, Malaysia and Korea among others, undertook similar activities not long after.

The International Study of the Conceptualization and Methodology of population Education (ISCOMPE) which was undertaken by Unesco, reports that less than twenty countries have so far committed themselves to comprehensive national programmes. It is in our Region where many Member States are implementing national programmes. In many instances the Unesco Regional Mobile Team has helped the different programmes by providing training to key staff members, assisting in the formulation of project plans, development of materials, and research activities.

Allow me to say a few words about our population programme. Through the enactment of a law entitled "An Act Establishing a National Policy on Population Creating the Commission on Population for Other Purposes" in 1971. This was later revised in 1972. The Philippines Population Programme is geared to the national development goals. As such all government units and agencies most concerned with population and related matters carry out programmes which are co-ordinated by the Commission on Population. The Ministry of Education and Culture,

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on its part embarked on a massive population education programme in the schools with support from the United Nations Fund for Population Activities in 1972. The programme is premised on the assumption that the most effective way of preparing the youth for responsible decision-making in relation to population matters is through a re-orientation of values and attitudes based on an understanding of the totality of issues related to population and the impact of population growth on the quality of life of the individual and society.

The Population Education Programme of the Ministry of Education and Culture has made substantial gains in institutionalizing population education in the three levels of the educational system. Population education concepts are now part of the content of social studies, science, health, home economics and mathematics in the first two levels. In the high school, Population Education for Better Family Living is one of the elective subjects. Population education is offered as a separate subject in Teacher Education and integrated in some courses in the arts and sciences.

Outside the Ministry of Education and Culture, some governmental and non-governmental agencies which are engaged in family planning programmes have now incorporated population education as part of the Information Education Communication (IEC) component in their family planning activities. Quite a number of agencies are, in fact, active in out-of-school population education programmes. Notably, one of them is the Bureau of Youth Welfare of the Ministry of Social Services and Development which is conducting the Population Awareness and Sex Education (PASE) programmes for out-of-school youth.

The targets of all these population programmes include in-school and out-of-school children and youths as well as adults. It is gratifying to note that these co-ordinated efforts have resulted in a substantial lowering of our country's population growth rate from 3.01 in 1970 to around 2.6 at present.

Admittedly, it is too early to make claims on the role of population education on the reduction of the population growth rate. We would like to assume, however, that the development of a sensitive awareness of the population situation in this country and in the world as well as an understanding of the inter-relationships between population growth and socio-economic development has had some influence in the changing fertility behaviour of our people.

Like the Philippines, the other countries in Asia and Oceania that have evolved their own population education programmes are now implementing various activities to achieve their goals. We are encouraged by our initial success in these programmes and these should motivate us to intensify or expand our activities and set more challenging goals. What is needed at this point in time is to look back to where we started and assess the present state of the programmes. An in-depth evaluation of the programmes and all their

components is essential to give direction for programmes that have lagged behind. I suggest that the Unesco Regional Office for Education in Asia use its good office and technical personnel to assist the Asian and Oceanic countries conduct these evaluation studies. Through the Regional Office, the services of technical personnel in one country could be made available in the other countries.

Another area where Unesco assistance is likely to be needed is in the population education programmes for the out-of-school. There are many constraints and difficulties involved in the planning and implementation of programmes for the out-of-school that activities in non-formal education are not well systematized. Further studies on the development of effective operational strategies for non-formal population education may yield better results.

This Seminar has a heavy but interesting task to accomplish. As to be expected, the various national population education programmes are at different stages of development and have used a variety of methods in developing their programmes. This sharing exercise among you who have been involved in those endeavours can be a refreshing and stimulating experiences. Significantly, the result of your co-operative work in the assessment of present needs will help existing programmes to charter the direction of their activities and enable those who are on the verge of starting their programmes to benefit from the experiences of initiators of earlier programmes. Further, the assessment of your needs will provide guidelines for regional action in relation to population education. I wish you all a successful and productive undertaking.

In concluding, I would like to congratulate the Unesco Regional Office for Education in Asia for convening this Seminar and hope that it will continue to provide periodic dialogues such as this among the countries in the area. We deeply appreciate the concern of Unesco in our efforts to help solving our population problems and we welcome the opportunity to share ideas through this consultative seminar.

Thank you.

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Address by Mr. Raja Roy Singh, Director
Unesco Regional Office for
Education in Asia and Oceania

at the

Opening Ceremony
on 14 August 1978

Your Excellency Dr. Manuel,
Minister of Education,
Government of the Republic of the Philippines

Ladies and Gentlemen,

It is an honour and a privilege for me to extend on behalf of Unesco a most cordial welcome to the distinguished participants, and to avail myself of this opportunity to render thanks for all the help, co-operation and support which have made this meeting possible. First and foremost, I should like on behalf of Unesco to express our gratitude to the Government of the Philippines for acting as host to this meeting and to the Unesco National Commission of the Philippines, the Ministry of Education and Culture, the Commission on Population, the Ministry of Social Services and Development and the Population Education Programme for extending their invaluable co-operation both in the organization and in the substantive preparations. We are grateful also to our sister organizations of the United Nations family, notably the United Nations Development Programme and the United Nations Fund for Population Activities. Indeed this Regional Consultative Seminar has been made possible by the support extended to it by UNFPA.

The present Regional Consultative Seminar brings together distinguished participants from several countries in Asia and Oceania which are actively engaged in carrying out population education programmes. I may recall that when nearly seven years ago, Unesco with the support of UNFPA convened the first regional seminar in Bangkok on population education, it was like opening a door on an unfamiliar landscape. In the last six or seven years, rapid developments have taken place in many countries in this region. Population education in one form or another has acquired a habitation and a name. It is therefore timely that the experiences which have been generated should be collectively reviewed and shared. This is the primary purpose of the present Consultative Seminar.

The incorporation of population studies in an educational programme is a significant educational event. Underlying it is a profound educational challenge, namely, the commitment of education to an important current problem. Traditionally, educators ask the question, what knowledge is most worth. Now this question needs to be redefined and reformulated, to what end is knowledge most worth. Given this approach, education becomes an integral part of the current consciousness of social and development problems. Population issues are certainly a part of the current complex of major problems.

Thus population education is not only a new subject; it is a new educational experience. No one can claim that all the problem implied in this new educational experience have been solved and that population education has established itself. What each of us can legitimately claim is that much is known now which was not known earlier. This makes it particularly important that we should be able to share our experiences and learn from each other. This is the reason why an important item of your agenda is to review the experiences gained in each country in the population education programmes.

In the context of these experiences, we could then collectively analyze and examine what the needs are and how these needs can be met. Given the adoption of population policies, one has to ask one's self in what way education contributes to the population policies and what are the needs which arise out of the commitment of education to such population policies. The assessment of needs and requirements in population education is thus the second important item for the consideration of the Regional Consultative Seminar. This will lead us to a consideration of what the future may hold, what are the directions in which population education programmes, should be moving. Lastly, you will consider the role of regional and inter-country co-operation in population education. As you are aware, Unesco's Regional Office for Education in Asia and Oceania has a Population Education Programme Service. We shall be placing before you the activities which are foreseen for this Population Education Programme Service in the coming year and we very much hope that your advice would be forthcoming on how these activities should be carried out to ensure the maximum benefits to the national programmes and to strengthening co-operation among the countries.

In conclusion, may I once again associate myself on behalf of my Organization with the cordial welcome extended to you all by our trusted friend and colleague, the Executive Secretary of the Unesco National Commission of the Philippines.

On behalf of Unesco and on my personal behalf, I should like to express our deepest gratitude to you, Your Excellency, for your presence with us this morning in spite of the heavy calls on your time by your duties of State. You have been an inspiring friend and guide of Unesco over the last three decades and I can personally recall and testify that every activity of Unesco in the Philippines and indeed in the Asian region has engaged your personal interest and encouragement

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directly. I should therefore like to avail myself of this opportunity today to pay to you our tribute of profound gratitude and admiration. May I, Sir now request you to address the Seminar and inaugurate it.

WELCOME ADDRESS

by

Counsellor Pedro F. Abella
Executive Secretary
Unesco National Commission of the Philippines
at the Opening Ceremony on 14 August 1978

It is an honour and a pleasant duty to welcome you to our country. The Chairman of our National Commission, Foreign Affairs Minister Carlos P. Romulo, would have been happy to greet you personally, but unfortunately he is abroad on official mission, so on his behalf and on behalf of Education Minister Juan L. Manuel, I bid you warm welcome and sincere greetings.

We should like to express our appreciation to the distinguished participants who in spite of distance and foul weather are able to be with us today. Your presence this morning attest to your interest and concern in the population education programme which is the major problem of Asian countries. It is our hope that in the course of your collective consultation you would be able to devise effective means of furthering on a large scale relevant programmes and activities in population education.

I should like to take this opportunity to welcome our good friend, Mr. Raja Roy Singh, Director of the Unesco Regional Office for Education in Asia and Oceania, for being with us. His presence adds lustre and significance to this meeting. Mr. Singh is a good friend of the Philippines. When it comes to deciding a venue for a meeting in Asia organized by his Office in Bangkok, he would give priority to the Philippines.

I also would like to thank Minister Juan L. Manuel, our distinguished guest of honour, for sparing us his valuable time in spite of his tremendous activities. Minister Manuel is the strongest pillar of Unesco in the Philippines, and he never says no to any invitation concerning Unesco activities.

We have prepared a series of social events for you during your 8-day stay, to provide you an opportunity to relax from your heavy schedule of work and to meet with persons who are doing the same kind of work that you do in your respective countries. I predict that this foul weather that we have now will clear up in three days' time so we can guarantee you a pleasant stay.

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Should you need any assistance, please contact our efficient secretariat who will be at your service during your meeting.

Address of Dr. Dan D. Vandeportaele
UNFPA Co-ordinator
Philippines

DEMOGRAPHIC TRAINING AND RESEARCH
THE NEED FOR, AND OBSTACLES TO,
CONTINUED DEVELOPMENT

Distinguished guests, ladies and gentlemen

I am most honoured to have been invited to be your guest speaker for this closing programme. At the same time, I am very much interested in population education for two reasons: i) I have spent the last ten years in teaching demography to college students in the United States and ii) I was teaching two courses (in the summer of 1977) in a summer institute for college instructors at the University of San Carlos in Cebu.

With these experiences in mind, I would like to examine one special aspect of Population Education which I believe to be very important but which has gotten very little attention so far. Please allow me to use the Philippines as an example.

Historic Dimension

In the Philippines, university-based demographic research on a systematic scale started in the late 1950's with the arrival of Francis C. Madigan, S.J., at Xavier University, Cagayan de Oro City. Before his time, research dealing with the population of the Philippines had been minimal and sporadic. A compilation of population-related studies, prepared for the Population Center Foundation in 1974*, lists some 405 publications which appeared prior to 1960. Among the authors of these studies, only 26 had addressed themselves to demographic topics in the strict sense, i.e., population growth and growth trends, projections, fertility, mortality, migration, and the labour force. About half of the authors of these latter studies were non-Filipinos, who never had set foot on the Islands or who had stayed in the country for a limited period of time.

*R.A. Bulatao, K.C. David, E.B. de la Cruz, A.G. de los Santos, and R. Matro. Philippine Population Studies: A Preliminary Bibliography With Selected Annotations. Social Research Laboratory, University of the Philippines, Diliman, Quezon City, September 1974 (mimeographed).

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Around the late 1950's, population-related research in the country began to mushroom. Besides the work done by Madigan, this was due primarily to three factors: the increasing availability of funds for population research, the establishment of the Population Institute at the University of the Philippines (1964), and the awakening of governmental interest in population and the emergence of an official population policy. A good number of academicians and academic institutions began to include population-related topics in their research activities, using as starting points their respective fields of specialization, viz.: sociology, anthropology, psychology, economics, public health and public administration, communication, social planning and social welfare, and medicine. Research activities received additional impetus through the establishment of the Commission on Population (POPCOM) and, somewhat later, the Population Center Foundation (PCF). The extent to which population-related research began to flourish is reflected in the increasing number of publications dealing with population topics. Most studies listed in the PCF bibliography can be classified as "population studies," to use a time-honoured distinction. Demographic studies in the strict sense were and still are in relatively short supply but in great demand by governmental as well as other institutions engaged in population-related activities. Studies of the latter type that have been undertaken have concentrated almost exclusively on fertility and, somewhat more recently and to a minor degree, on migration. What is known about mortality is skimpy and outdated.

The shortage of demographic studies in the strict sense is related to the fact that the development of demographic training and research in the country has not kept pace with the development of interest and activities in the general population field. The first academic institution in the country to offer a graduate demography programme at the M.A. level was UPPI. At Xavier University, where demographic courses had been built into the sociology programme until two years ago, the country's first Ph. D. programme in demography was set up. With the beginning of school year 1977/1978, the School of Economics of the University of the Philippines instituted an M.A. programme in demographic economics. At the University of San Carlos in Cebu City, undergraduate courses in population have been offered as part of the sociology-anthropology curriculum since 1971. The introduction of graduate courses has so far been hampered by the lack of sufficient qualified personnel. The relative shortage of demographic training facilities in the country is reflected -

- i) in the fact that the majority of top-level demographers is foreign-trained;
- ii) in the demand and competition for these people by governmental and other agencies concerned with population, and
- iii) in the almost total lack of demographically trained personnel in regional and provincial offices of POPCOM, the National Census and Statistics Office (NCSO), and of local governments, and in the acute shortage of such specialists in the Manila-based offices of these agencies and the national government. As in any competition, organizations with the greatest access to funds are in the best position to attract the services of these specialists. Unfortunately, academic institutions,

especially private ones, are not among those which occupy a favourable bargaining position.

Within the academic realm, demographic research and analysis, once again taken in the strict sense, is limited to the four institutions which are also engaged in training. Their forces have been joined more recently by the Davao Action Information Centre, a private organization directed by the Hackenbergs, anthropologists from the University of Colorado, who divide their time between Boulder and Davao. On the government side, serious efforts to train demographers (outside the country) and to build up research and analytical capacities have been made by NCSO. POPCOM and PCF have staffed their research units with only a few demographically trained people. An additional research unit (which defies exact classification as either governmental or private) is that of the Bohol Province Maternal Child Health/Family Planning Project, which operates under the auspices of the Ministry of Health. This agency has drawn its demographic personnel from abroad, from UPPI, and from the Mindanao Centre for Population Studies (MCPS) of Xavier University.

Continued Development

To gauge the prospects for the development of existing and the establishment of new demographic institutions, the situation under which the presently existing university-affiliated institutes operate has to be understood. Of the four currently active institutes, two are part of the country's State University and Manila-based, while the others (MCPS and the Office of Population Studies (OPS), University of San Carlos, Cebu City) belong to private schools and are located in the provinces. Both of these distinctions carry weighty implications for future developments.

1. Government-sponsored versus Private Universities

- i) The State University is subsidized by the government, private institutions are supported primarily by tuition fees and outside funds (donations, loans) insofar as such funds can be obtained. Annual budgets of private universities are minimal compared to that of the State University. In addition, private schools are subject to customs duties on all imports of scientific equipment. At present, MCPS and OPS have to pay a three-per cent contractor's tax on all funds contracted from POPCOM.
- ii) Employees of the State University receive fixed monthly salaries, which guarantee a permanent and fixed income, while most teachers of private universities are paid according to teaching load. As a result, teachers in private schools scramble for the largest obtainable teaching assignments, an endeavour which not only makes for bad teaching but also prevents them from engagement in

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research of any kind. Among the older faculty members in private universities, there exists hardly any research capability. Most private schools which are interested in doing research have to start with next to nothing in terms of personnel and equipment.

- iii) Because of exclusive reliance on tuition fees, salaries paid by private schools, notably the provincial ones, are far below those paid by the State University.
- iv) Research activities in private schools have to be entirely self-supporting; none or only nominal support from the schools can be expected. At the State University, at least the salaries of key personnel is guaranteed. Half or more of the funds obtained by private institutions for research projects has to go into the salaries of key researchers.
- v) Private schools, because of their almost exclusive orientation towards teaching necessitated by their financial situations and the lack of governmental support, possess as of now neither the organizational structure to accommodate researchers (a fact related to the latter's recognition as academicians, their academic ranking and their salaries), nor do they have the physical facilities to undertake large-scale research (e.g., computers) or, in a good number of instances, administrators which consider research as vital to the development of their institutions.
- vi) Because the existence of research institutes in many private universities is entirely dependent upon the availability of research projects, researchers can be offered little or no job security short of their absorption into the teaching drudgery.

2.

Manila-based versus Provincial Universities

- i) Private universities in the provinces tend to have smaller incomes than the (private) elite schools in Manila because of the poorer clientele they cater to, a fact which is reflected in the salary differentials between Manila and non-Manila schools. As a result, they are subject to a "double brain-drain," i.e., that out of the country (from which also the Manila schools suffer) and that out of the province. Efforts of provincial schools to retain top people are more often than not nullified by the inability to compete with the salaries offered by the State University, governmental agencies and some affluent private institutions, and they find themselves almost constantly near the zero point in their attempts to build up a competent staff. OPS, for example, has sent, over

the past eight years, eight promising students to UPPI for graduate studies in demography, one to Michigan for Ph.D. studies, three to the University of Hawaii, and two others to Philippine schools. Of these, four are still in training, but of the remaining ten, only three have returned to OPS.

- ii) To entice high-caliber people to stay with private institutions in the provinces, ways and means have to be found to make their salaries attractive. If these people are to be engaged in research, these salaries have to come out of project funds. Obviously, such salaries place extreme pressure on the project funds, which usually are not based on the research organizations' needs but on what funding agencies have available or are willing to expend. Furthermore, higher salaries paid to researchers are apt to create rifts and jealousies between research and teaching staffs.
- iii) Academic research institutes, particularly those which receive no financial support from their schools, face additional difficulties with their middle-level personnel. For a smooth functioning of a research organization, a certain degree of continuity of middle-level employees, i.e., of persons who are experienced in executing and supervising field work and skilled in questionnaire editing and data processing, is not only desirable but necessary. However, the employment of such people, who are not qualified for an eventual absorption into the teaching staff of the school, is entirely dependent upon projects. To keep them in constant employ, salaries from on-going projects have to be apportioned in such a way that the available funds can bridge over periods between projects. To terminate the employment of middle-level personnel every time a project is completed and a new project is not immediately in the offing or delayed, would mean that new people, at least a substantial portion, have to be hired every time a new project starts. Such a procedure results in a waste of expertise and the necessity to constantly train new people, a rather heavy and time-consuming burden. Since salaries for middle-level personnel have to be kept low to avoid constant rehiring and retraining, and since these people know that their job security is tenuous, many of them are constantly looking for more secure and greener pastures.

It is within the framework of these conditions that the continued existence of already established, and the establishment of new institutes with specialized demographic training and research capacities has to be viewed.

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In most universities, course offerings are regulated by demands for courses emanating from the school clientele. So far, there has been little room to tailor courses to existing needs. Comparatively speaking, demographic courses are in little demand and, consequently, not cherished by school administrators, who usually set enrolment quotas for the opening of particular courses. This means that there is little room to adequately employ demographically trained personnel in teaching. To secure full-time employment for them, they either have to teach all kinds of other courses, or they have to be kept busy with research.

To establish a permanent and full-time research institute which can employ demographers adequately merely on the basis of project funds is a tenuous undertaking because of the lack of security concerning the institute's continued existence and the employees' jobs. The private demographic institutes now in existence have emerged because of the presence of interested persons (foreign priests) with sufficient academic connections outside their universities, who were not entirely dependent on their schools for their livelihood (in contrast to most Filipino researchers who have to support a family), add who had enough "pull" with their universities to go through with their plans. To make sure that their institutes do not disappear from the scene with their departures, they have to see to it that they build up a stable core of key personnel and that their organizations become part of their schools' permanent institutional structure. To achieve either or both of these is extremely difficult under existing conditions. If it is to be done, much time will be needed. OPS, for example, is officially classified by the University of San Carlos as a self-supporting "extension unit" which may operate as long as it can secure its own funds.

The situation in which research institutes affiliated to private schools find themselves at present in the country is not unique to the Philippines. What is somewhat unique is that there exists a pressing need for demographic research in the country right now. To ensure that this work can and will be done, the phase of institutional development has to be facilitated. One way to accomplish this would be to import foreign researchers. However, such a solution would be nothing but a short-lived stop-gap measure, which as experience has shown, does not necessarily facilitate the creation of permanent indigenous academic research organizations. Neither would it be helpful in the long run to infuse into universities large short-term funds for institutional development. Experience in a number of cases has likewise taught that "grand" institutes established on the spot with the help of such infusions are in danger of collapsing once the funds are expended before a well-established indigenous staff has become available. A better answer to existing problems would be to place private institutions, which cannot expect government subsidies, on surer footings which equal those enjoyed by institutes in the State University. This could be accomplished through the establishment and build-up of trust funds. These funds would be invested and the interest accruing to them could help -

i) to guarantee key research personnel attractive as well as fixed incomes and job security; ii) to bridge over slack times between projects and to remove the constant threat of firing from middle-level personnel; iii) to relieve the salary squeeze on current project funds; iv) to provide working capital for projects which are funded on a reimbursement basis; and v) to have available emergency funds when payments from funding agencies are delayed. The latter has been a not infrequent occurrence in population-related research and forced research institutes to borrow large sums from their mother institutions in order to proceed on time and to meet project terms. To start and develop such trust funds, long-term and interest-free loans could be made available with the stipulation that, for the life time of the loans, a designated proportion of the accruing interests be reinvested for the gradual build-up of indigenous funds.

Overtures to obtain starting capital for such trust funds which generate non-project bound working funds have been made repeatedly. So far, funding agencies which presently are supporting demographic research have been unwilling to even consider such proposals. The prevailing policy is to provide only project-specific funds which force the research institutes to scramble for more and more projects, to rush from one project to another and to develop the characteristics and capabilities of a survey organization (which has to compete with commercial ones) rather than those of an academic research unit. There is no denying the fact that what the country needs most (not exclusively) now is not an endless string of new surveys but a thorough analysis of the millions of tidbits of demographic information which have, and are being, accumulated.

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Statement of the Chairman
at the Closing Programme
R. Primitivo de Guzman

I consider it a great privilege having presided over the deliberations of this very important Regional Consultative Seminar on Future Directions of Population Education. The honour is mine, as well as to the Government of the Republic of the Philippines.

I find it personally rewarding and enjoyable to chair a meeting of very high level people in education, in general, and population education, in particular who would undoubtedly play important roles in making population education as a more effective intervention strategy for development. This is indeed crucial in the developing countries such as the countries represented in this Consultative Seminar.

A word of tribute is due to the Unesco for convening this Consultative Seminar, which has facilitated our sharing of experiences in population education. Likewise, we are grateful to the organizers of this Conference for choosing the Philippines as venue of the Seminar. In the light of the important decisions reached by our group, referred to in the Unesco working documents, as an Expert Committee, I anticipate that Member States, other UN organizations and NGO's will in the future make frequent references to this Conference, as the 1978 Manila Consultative Seminar in Population Education.

Lastly, allow me to thank each and every participants - those from the Democratic Republic of Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Papua New Guinea, Pakistan, Philippines and Thailand for their contributions to the Seminar. It is difficult to imagine how the seminar would have gone, minus the brilliance and experiences of all of you.

Response on behalf of Unesco
at the Closing Programme

by

Dr. Leonardo de la Cruz

Distinguished Guests, Ladies and Gentlemen,

On behalf of the Unesco Regional Office for Education in Asia and Oceania, our Director, Mr. Raja Roy Singh, my colleagues Dr. Ansar Ali Khan and Dr. Ramesh Sharma, and my own personal behalf, I wish to extend our thanks to the Governments of the Democratic Republic of Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, and Thailand for honouring our invitation to this Consultative Seminar.

In the course of our deliberations, we all agree that population is a variable for development, that population problems do exist and that population education is one of the intervention strategies for development that cannot be ignored, if the development of Member States are to be hastened. We all recognize that the mounting problems brought about by unplanned population growth cannot be left to chance. Even with the recent report of population slow-down, the population problems are real. For even with today's population of about 4,000 millions, 500 millions are reported to be malnourished, 1,100 millions do not have clean water, 800 millions are illiterate, 350 millions are unemployed or earn less than US\$50 a year and 250 millions do not have basic health care.

The Fourth Regional Conference of Ministries of Education and those responsible for Economic Planning in Asia and Oceania organized with the co-operation of ESCAP held in Colombo, 24 July to 1 August 1978 recognized the existence of population problems and that population education is one of the means for solving such problem. I like to draw your attention to Appendix VII of our draft final report, which is the full text of Recommendation No. 21 of MINEDASO IV.

This resolution was unanimously passed by the conference. All the countries in this Consultative Seminar took part in that Conference. I took it as an encouraging sign that even the other countries without population education programmes endorsed the resolution. These include the Democratic Republic of Afghanistan,

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India, Nepal, Pakistan and Papua New Guinea.

My friends, one of our information papers stated that this Seminar is Category VI in Unesco classification of meetings, referred to us "Experts Committee". You are indeed experts, hence we like to sincerely commend you all for your very frank, informal and friendly exchange of experiences and views. As a result, the needs and requirements in population education on the national and regional levels have emerged crystal clear. Oftentimes, exchanging notes and experiences enable us to see through the cloud of uncertainty, and to define our problems, as well as to formulate our own solutions to such problems. This is consistent with a new approach guiding regional action which now reflects a new maturing vision towards developmental assistance within the United Nations, whereby the methods of "assistance" used in the First Developmental Decade have been revised. Instead of focussing on the transfer of knowledge from one country to another, or one region to another, the new approach to regional action is one of stimulating the beneficiary countries' own potentialities.

It is hoped that our exchange of experiences here have given each of us fresh insights on what population education programme might be more effective, considering the peculiar economic and socio-cultural milieu of each of our countries.

On our part, at the Unesco Regional Office for Education in Asia and Oceania, knowledge of the needs and requirements on the country level will enable us to gear our efforts toward lending more support and technical assistance to country programmes. For indeed, the Regional Mobile Team in Population Education derives its mandate from the needs in population education in Member States.

Likewise, we should like to thank the Government of the Philippines in general, and the Unesco National Commission of the Philippines in particular, for hosting this Seminar. Cheers to Mr. Pedro F. Abella and his staff.

ANNEX VI

ACCOMPLISHMENT OF THE MOBILE TEAM (1970-1978)

1. National Projects in Population Education

National Population Education Projects in Democratic Republic of Afghanistan, Bangladesh, Indonesia, the Republic of Korea, Malaysia, the Philippines, and Sri Lanka were formulated and are being implemented with the assistance of the Regional Mobile Team. Several countries without national projects but with on-going population education activities, such as India, Pakistan and Thailand, also seek the services of the Mobile Team.

2. Materials Development

- i) Regional Souce Book in Population Education
- ii) National Source Book in Population Education (six countries)
- iii) Learning Units in Population Education (six countries)
- iv) Audio-visual training kit titled: "An introduction to Demography in Population Education"
- v) Training Manual in Population Education
- vi) Bibliographies in Population Education (two volumes)
- vii) Manual on the Evaluation in Population Education
- viii) Population Education in Asia: Newsletter
- ix) Reprint Series (three volumes)
- x) Staff Papers

3. Training

- i) Group Training Courses in Population Education - 1975, 1976 and 1977
- ii) Internship Programme - 1974 and 1975

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- iii) National Training Courses - Indonesia, Malaysia, Philippines, Sri Lanka and Thailand
- iv) Inter-country study visits of various categories of personnel - 1976 and 1977
- v) Inter-project study tours for personnel from Bangladesh, Egypt, Indonesia, Republic of Korea, Malaysia, Sri Lanka and Tonga
- vi) Inter-country Mobile Training - 1978
- vii) Internship in Population Education Documentation and Materials Services - 1978

4. Regional Meetings and Conferences

- i) Regional Workshop on Population and Family Education, Bangkok, 7 September to 7 October 1970
- ii) Regional Seminar of Experts on Population Dynamics and Educational Planning, Bangkok, 10 to 18 September 1973
- iii) Regional Field Operational Seminar on Post Literacy Activities linked with Population and Family Planning Education, 25 March to 15 April 1974, Philippines
- iv) Meeting of Experts on the Role of University Faculties/ Colleges of Education in Population Education, Bangkok, 7 to 12 January 1975
- v) Consultative Seminar on Training Needs in Population Education, 6 to 13 January 1975 followed by a Technical Working Group Meeting, 14 to 22 January 1975
- vi) Consultative Seminar on Population Education for Out-of-School Youth and Adults, 20 to 28 October 1975
- vii) Regional Mobile Field Operational Seminars

5. National Meetings and Conferences

- i) National Workshops in Population Education, Pakistan, 1975
- ii) National Field Operational Seminars in Bangladesh, India, Nepal and Thailand - 1975-1977
- iii) Planning and Development Meeting at the National Level - 1978

6. Studies and Surveys

- i) Survey of Educational and Training Needs of Migrants
- ii) Survey of Research Relevant to Population Education
- iii) Preparation of National Case Studies in the Development of Out-of-School Population Education Programme in the Region
- iv) Development of National Inventories

7. Collection, Analysis and Dissemination of Materials (Clearing House)

The Population Education Clearing House, based in the Unesco Regional Office, contains a rich collection of population educational materials. The Clearing House also:

- i) Distributes of approximately 155 different publications throughout the region, to 1,330 institutions and individuals.
- ii) Provides for selection and redistribution of documents among population education projects in the region.
- iii) Responds to written requests for materials and information running at a level of about 500 requests for 1977.
- iv) Prepares and publishes materials for documentation in population education, including accessions lists, annotated bibliographies and documentation kits for population education.
- v) Regularly provides materials and audio-visual support for the Mobile Team and national population education projects.

ANNEX VII

MINEDASO RECOMMENDATION OF POPULATION EDUCATION

The Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO) organized by Unesco with the co-operation of ESCAP held in Colombo, from 24 July to 1 August 1978, adopted the recommendation below:

Recommendation No. 21

The Conference,

Considering that population pressure is impinging on development in the region,

Realizing that more than half of the population of the world, and about three-fourths of the population of Asia, are suffering from poverty, malnutrition and under-nutrition,

Recognizing that unplanned population growth has contributed to such dehumanizing conditions,

Recognizing that intervention in many sectors would be required to improve this situation to mitigate the negative impact of population growth within the family, the community and the nation, and that one form that this intervention has taken is population education,

Recognizing that population education complements family planning programmes through the development of critical awareness enabling the individual to make rational decisions about population matters, leading to a better quality of life for the individual, the family and society,

Noting that population education is one of the means to curricula innovation and reform in education,

Recommends to Unesco that, with the support of UNFPA, it continues to co-operate with Member States which have introduced population education programmes in the implementation, development of curricula and materials, research evaluation in population education, in establishing a population education information network and in facilitating the sharing of experiences in population education in the region.